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ABSTRACT

Articles written by women educators and counselors are provided with accompanying resource information in this five-part monograph which focuses on the need for and the implementation of sex equity vocational counseling at community colleges. Part I examines the role the counselor can play in eliminating the effects of sex stereotyping on the occupational decisions made by women and in making occupational training available to women in areas traditionally dominated by men. Part II discusses the institutional commitment needed to provide sex equity counseling in terms of programs and services, and Part III examines the special needs of various target populations, including minorities, middle-aged women re-entering the job market, displaced homemakers, and welfare recipients. Part IV explores various techniques that can be used in implementing sex equity, including group counseling, workshops, awareness training, life/work planning, community activities and clubs, computerized career counseling, and granting college credit for homemaking and volunteer work experience. Part V describes the exemplary counseling programs and services provided for women students at six community colleges. A bibliography of materials of interest to students, counselors, and administrators is appended. (JP)

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EQUITY COUNSELING FOR

COMMUNITY COLLEGE WOMEN

Prepared by Carol Eliason

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The strong encouragement of our program officer, Dr. Ana Maria Perera, has helped us in our effort to communicate more broadly the concepts and practical applications of "equity counseling" in two-year colleges.

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SIX OPEN DOORS: INSTITUTIONAL MODELS

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INTRODUCTION

Community and junior colleges are the fastest growing segment of post secondary educational institutions in the United States today. Enrollment patterns are changing rapidly, with women representing the largest single growth factor. More than two million women per year are entering two-year community colleges, in search of skills and credentials for entry or reentry into the labor force. Scholastic counselors have struggled to reorient institutional resources to serve women better.

In 1976-77, the Center for Women's Opportunities of the American Association of Community and Junior Colleges (AACJC) pioneered by developing "A Study of Women in Community and Junior Colleges" with funds from the Carnegie Corporation. Among the chief findings of that study was that two-year colleges needed technical assistance in developing workable models for outreach, counseling, and vocational testing of women to encourage wider exploration of career and lifestyle opportunities.

This book, funded under Women's Educational Equity Act of the U.S. Office of Education, is the product of a continuing study of successful women's programs in two-year colleges. In the fall of 1977, all 1,200 two-year colleges in the United States were invited to participate in this study. A total of 542 colleges submitted background information regarding their counseling programs. From those responses, Equity Counseling for Community College Women was derived.

Parts I through IV of Equity Counseling for Community College Women are directed to the practitioner who needs "How-to" information on current approaches to serving target populations of females. They were written by practitioners for practitioners. These articles were gleaned from nearly 100 submitted to the Center for Women's Opportunities during the project year. Part V describes the approaches used by six different colleges in counseling their women students. It was developed for administrators and trustees to us in expanding equity counseling in two-year colleges (now numbering more than 1,200).

The program staffs of the specified colleges prepared reports on their counseling models, which were evaluated by project staff members and knowledgeable consultants.

During the winter of 1977-78, project staff members also paid two-day visits to each of the six sites to gather materials for this report and the "How-to" guide for equity counseling in two-year colleges. During the spring and summer of 1978, a Delphi panel of counseling professionals committed to sex equity and affirmative action in two-year colleges reviewed copies of these materials.

During April 1978, representatives of the six programs met in Atlanta, Georgia, during the American Association of Community Colleges Convention. They shared their expertise and enthusiasm with more than 200 delegates

from 33 states. An audiotape of their presentations is available through the AACJC Publications Office.

The AACJC's Center for Women's Opportunities hopes that wide dissemination of this report will encourage many two-year colleges to develop stronger commitments to sex-equity counseling.

Readers who are not familiar with the work of the Center for Women's Opportunities will also want to read two other recent publications that offer substantive background information on the need for increased institutional commitment to equity counseling: Women in Community and Junior Colleges (Eliason, 1977) and Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women (Eliason, 1978). For those working in the realm of occupational or technical education, Ms. Eliason's article, "It's Time To Unstereotype," in the 1977-78 edition of Technician Yearbook, offers concrete proposals for increasing economic equity through educational equity.

There is a wealth of recent information on the subject of counseling women who are reaching out to broaden their horizons. Sometime in the near future, we hope to produce a complete, comprehensive bibliography that will include all the references given at the ends of the individual articles in this book and in Six Open Doors, so that persons working in this field will have at their fingertips almost all the source materials gathered into one master list.

PART I: The Counselor's Role

EQUITY COUNSELING CAN MAKE A DIFFERENCE

Carol A. Blimline, Ph.D., is a psychologist in private practice and a former counselor at Montgomery College in Rockville, Maryland.

> I have met brave women who are exploring the outer edge of human possibility with no history to guide them, and with a courage to make themselves vulnerable that I find moving beyond words.
>
> -- Gloria Steinem

THE WOMAN'S NEEDS

Mature women (those 30 years old and more) are returning to school and to the job market in record numbers. As they do so, they are looking for direction and comfort from community college counselors, teachers, and administrators. Consequently, community college educators are often placed in the pivotal position of helping or hindering significant numbers of women who are exploring brave new worlds. If the educators retreat from the challenge, chances are that women will also retreat.

If the educators respond with fairness, commitment, and understanding, the women seeking help will often gain the courage and confidence to move ahead with their plans. This courage to forge ahead--to risk becoming vulnerable--involves opening up to new ideas and new people, and requires making conscious decisions about one's life. This courage signals a change from old roles and rules to new ones; security and familiarity recede, while new challenges and unfamiliar paths present themselves. And too, this courage and vulnerability are characterized by the "private" self giving way to the more "public" self of student or employee.

Throughout this process of developing the courage to become vulnerable, the woman returning to school or work needs a variety of services from the counselor, teacher, or administrator who touches her life. Some researchers have suggested that particular attention be paid to the reentry process with its preparation phase and its decisionmaking phase. Brooks (1976) suggests that these phases include a series of stages which must be addressed: (1) vague discontent, (2) inner preparation, (3) intensive family involvement, (4) assessment, (5) generating alternatives, (6) narrowing alternatives and value clarification and (7) implementation and goal setting. Brooks goes on to suggest that exposure to role models will provide encouragement to reentry women. This may be particularly important since 70 percent of a sample of adult women clients said they could not identify a woman who had served as a role model. She adds that due to a lack of preparation some women will need more intensive help with implementation skills such as preparing a resume, applying and interviewing for jobs and assertiveness training.

Hooper (1979) presents an innovative approach to counseling returning women students. She suggests that counseling should involve the women's families quite early in their academic careers. Hooper found that family coping style was related to the wives' performance of the student role and that counselors can help both women students and their families understand the demands of the student role, impact on the family and coping strategies.

Still other researchers put the emphasis for services on self-direction and self-management. Behavioral self-management is the awareness of and the skills to arrange the circumstances which effect an individual's behavior. Krumboltz and Shapiro (1979) outline what they see as the important components of self-management, including (1) self-awareness, (2) environmental awareness and (3) competence in applying specific psychological skills. In all of these components the emphasis is on what the woman wishes to do to help herself.

Still other writers stress the importance of creative life planning. Newman (1979) writes of the need to balance career and self-fulfillment while developing flexible long-range plans. According to Newman, a life planning program must first help women find out about their work and life and then must help women integrate their life design and plan to implement it.

In general though, most writers acknowledge that the "returnees" need both personal attention and accurate information. First, the "returnees" need both group and individual attention. Women returning to school or entering the job market need to know they are not alone and need to know that others have succeeded in their attempts to explore new lifestyles. They need to develop self-confidence and the introspective selfishness that permits women to ask questions such as "Who am I?" "What do I want?" During their first steps toward independence, women can find effective help in exploratory groups, workshops, and courses focusing on shared experiences, confidence-building tasks, and an atmosphere of open questioning.

Women changing their lifestyles also need individual attention in the form of adequate, unbiased counseling and advising. Individual attention and counseling can provide the synthesis that many women need to put themselves together and into the world. This synthesizing work of counseling can run the gamut from giving a gentle push to a frightened woman standing at the doorstep of a lifestyle change, to giving support and perhaps running interference for women encountering the many obstacles inherent in developing their full potential. Women returning to school need the counsel of proactive change agents who are not afraid to risk confronting an institution with either its blatant sexism or its more subtle apathy.

Second, women need current, accurate, nonbiased information about themselves and the world of work. Testing to discover aptitude, interests and personality traits may provide some of this information, but such testing is only a small part of the required information. Women need up-to-date job market outlooks, accurate job descriptions, and occupational information that addresses both lifestyles and career values, essentials, and preferences. Other informational needs are educational requirements and educational possibilities, including credits for work experience and readily accessible continuing education courses.

A caution about information is in order here. Much existing career information is biased, and an educator has a responsibility to counteract that bias by recognizing it and correcting it where possible. Second, information given primarily with a job market supply-and-demand orientation

may be mistakenly used as a directive, rather than a guide, by both educators and the older female student. A supply-and-demand orientation focuses primarily on the external considerations of specific job requirements, job openings, and salaries rather than equally on the internal qualities of needs, values, and interests of the particular woman. It is vital that in the process of giving career information, both the personal, internal and the public, external truths be explored.

THE EFFECTS OF STEREOTYPING

Unfortunately, both the attention and the information that older women need are often denied them because of sex-role stereotyping. Sex-role stereotyping is the assumption that an individual must conform to certain behavior patterns because of his or her sex. Stereotyping affects individual attitudes, institutional policies, and social expectations, and because of its pervasive effect, it merits a closer look.

Socialization and Sex-Role Stereotyping

Occupational sex-role stereotyping is evident early in the socialization of children. Schlossberg and Goodman (1972) found that such stereotyping clearly existed among kindergarteners and sixth graders. Children in kindergarten and sixth grade at two schools were asked to respond to 12 drawings representing work settings of six occupations considered masculine and six occupations considered feminine. The children were shown the drawings by an interviewer who asked, "Could a man work here? Could a women work here?" According to the children interviewed, a woman could not fix television sets or cars or design buildings. They did say, however, that a woman could work as a librarian, waitress, or nurse.

Brady and Brown (1973) studied 570 eight- and ten-year-olds from five socioeconomic classes to examine sex differences on selected vocational variables. Results showed that, at ages eight and ten, boys gave significantly more choices than girls. The majority of girls chose teacher, nurse, or housewife as an occupation; thus, the authors concluded that girls have occupationally limited themselves by eight years of age. Children's reading material as well can give a girl the message that she is inferior while boys are taught that they have limitless horizons. Consequently a girl can have a narrow vision of occupational choice, lowered confidence, and lowered motivation to achieve (Lynch, 1975). In part, women are clustered at the lower end of the pay scale because different expectations for men and women are reinforced early in life.

It is apparent also that stereotypic predispositions continue to affect choices in later life. For example, Olive (1972) asked subjects in a sample of male and female high school students to choose any occupation they might "like to enter." The study found that females did not aspire to the most prestigious positions and also generally restricted themselves to typically "feminine" occupations. Other researchers studied the resolution of career conflicts by male and female college-educated and non-college-educated adults. Most studies reported that a significant number of women were motivated to subordinate their interests to a man and not to seek self-expression through

a career. Many others suggested that the occupational status of women will not change until notions about the "proper" female role are changed.

Counselors and Sex-Role Stereotyping

The effect of sexism and stereotypic sex-role attitudes held by counselors on the occupational choices of students has been well documented. Thomas and Stewart (1971) found significant differences in counselor attitudes toward female clients with deviate (engineer) as opposed to conforming (home economics) career goals. The authors found that although counselors equally accepted clients with deviate and conforming goals, they did not approve of the deviate goal as highly, and female counselors felt a greater need to counsel these clients.

Bingham and House (1973a, 1973b) used a questionnaire to estimate counselor attitudes and accuracy of information about women and the world of work. The authors found that male counselors held more negative attitudes toward women and work than did their female counterparts. They suggested that counselors should receive some guidance in making their professional services equally valuable for all clients. In a now classic study Broverman et al. (1972) found that most mental health professionals in their study believed that healthy women differ from healthy men by being more submissive, less independent and more easily influenced.

Career Literature, Interest Inventories and Stereotyping

Career literature and interest inventories can also suffer from sex bias. Before the unisex Strong-Campbell Interest Inventory was introduced, many reviews of educational testing practices indicated that interest inventories generally restricted career choices of women. Additionally, Birk (1975) examined the manuals of four commonly used interest inventories and found that in varying degrees the material contained explicit suggestions and subtle implications that were stereotypic in nature. In addition Birk found that interpretive materials and the design and format of the interest profiles may convey a stereotypic orientation to careers. Even the unisex Strong-Campbell Interest Inventory designates "M" for male norms and "F" for female norms thus perhaps making it apparent to women that there are still some occupations which are viewed as male. In a related study Verheyden-Hilliard (1975) outlines the three overall factors of interest inventories which may limit the choices that the returning woman makes. These factors are the cultural set of the woman taking the inventory, the cultural set of the counselor administering and interpreting the inventory, and the nature of the inventory itself. The author suggests that generic language, sex labels, and age references be eliminated from interest inventories. She adds that the counselor's manual should include a discussion of the special counseling and support needed for reentry women. In addition she suggests the development of a respondent's handbook that the client can take with her, thereby making her less dependent on the counselor.

Birk, Cooper, and Tanney (1973) also examined occupational literature for evidence of stereotyping in career illustrations. The researchers examined illustrations in the Encyclopedia of Careers, the Science Research Association Occupational Briefs, the Occupational Outlook Handbook, and

several hundred career information pamphlets. Very few women appeared in the 2,000 illustrations examined. When women were shown, they were usually pictured in traditional occupations--working indoors as nurses, teachers, secretaries, or librarians. The researchers concluded that career illustrations do not accurately portray the actual world of work, and that the illustrations do portray a subtle notion of sex-appropriate career aspirations.

Future Prospects

Obviously, sex-role stereotyping can limit the occupational and, thus, the educational choices of women. There is a clearly defined need to develop and evaluate programs for women in which sex-role stereotyping is confronted and explored, unbiased career exploration is encouraged, and counselor bias is minimized. Counselors or educators need to use their indignation and imagination constructively, as they confront the needs and problems of their new clientele: women returning to school. This constructive use of indignation can take the form of providing unbiased personal attention and unbiased information. Where possible and appropriate the responsible educator must also assist in reasoned attempts at changing social and institutional barriers.

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COUNSELING WOMEN FOR VOCATIONAL AND TECHNICAL PROGRAMS

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INTRODUCTION

Nontraditional occupations for women are those in which 80 percent or more of the positions are held by men. During the past year at Waukesha County Technical Institute, we have had women who range in age from 18 to 52 years entering the following nontraditional vocational/technical programs:

- Auto mechanics
- Apprenticeship programs
- Barbering
- Electronics
- Industrial safety
- Machine tool operation
- Mechanical design
- Mechanical drafting
- Police science
- Property assessment
- Supermarket management
- Tool-and-die making
- Welding

COUNSELOR REQUIREMENTS

The counselor is the link between the woman and the nontraditional training program. Therefore, I will first suggest some basic requirements for counselors. Although the list is by no means complete, it was carefully compiled to cover as may points as possible. These observations stem from my several years of experience as a counselor in a technical institute.

First and foremost, counselors must believe that all jobs can be filled by females and males. The stereotypes of the "nurturing" female nurse and the "rough and tough" male construction worker must be laid to rest. This does not mean that counselors are dedicated to finding male secretaries and female bricklayers, but rather that they must be dedicated to helping people find careers that suit their unique talents and interests, not their sex.

Next, counselors need wide knowledge of careers and need to know where to get the pertinent information. (Ideally, a counselor should have a wide range of work experience and should possess a variety of career data.) Counselors are constantly gathering new insights by talking to people in diversified occupations. An inquiring mind and the ability to ask the right questions will help counselors continually to expand their knowledge of the world of paid employment.

Certainly counselors must be well aware of the income differential between jobs thought of as "female" and jobs thought of as "male." And in 1977, the gap between male and female wages widened further. Although nearly half of all women over 16 are paid workers, their average salaries are half those earned by men.

Historically, women in the United States have chosen such occupational fields as clerical, retail sales, supportive health care, and household service. These occupations traditionally have paid minimum wages and have never been noted for advancement opportunities. A two-year secretarial science graduate in the Wisconsin area would earn approximately $639 per month, whereas a two-year electronics servicing graduate would earn $926 per month (Waukesha County Technical Institute, 1977). With an appreciation of the wide disparity in incomes between the sexes, the counselor will understand the economic reasons why women have a need for such information.

An awareness of sex-role socialization and stereotyping is needed in order to assist the woman in making her choice. If she is guided by a traditional view of women and work, she will be limited in her choices. Some clients will need assistance in dealing with the problem of keeping their "femininity" while working in a dirty factory. Others may have concerns about combining career and family. These issues are very difficult for today's women to deal with, and they should not be ignored or discounted.

Some counselors may need to explore their own sex-role socialization and the stereotypes that they may hold. This is best done with a group of people that meets for several weeks. An experienced group facilitator can provide exercises and information that will assist the counselors in getting in touch with their views and biases.

When interest and aptitude tests are used, the counselor needs to be aware of sex bias in the instruments and should deal with such issues during the interpretation. For example, on the Strong-Campbell Interest Inventory, certain occupations are listed only for men or for women. The counselor must explain to the client that this selection was due to the small numbers of one sex employed in such occupations and that it in no way indicates that members of either sex are not suited for any occupations they feel qualified to pursue.

It is helpful for counselors to know the impact of certain words on many women today. In our sincerity, and with the best of intentions to help, we may not realize that our words may undermine us. A woman considering an apprenticeship needs to be perceived as a mature adult about to make an important decision. She will appreciate being called a woman rather than "girl" or "gal," because the word "woman" gives her status and a sense of strength.

Contact with women in a wide variety of nontraditional jobs and/or training programs is a valuable source of information for the counselor and the client. The counselor needs to know what problems women face as they enter new fields. It is unfair to women to pretend that choosing a non-traditional career will be easy. A realistic appraisal of the pros and cons of such a choice must be made, and it must be done without frightening the client.

The counselor must be willing to work with the client while she pursues training or during the first few months on the job. She will need moral support and someone to help her in dealing with her internal messages. Also, some role playing may be necessary to assist her in handling touchy situations.

I have found that, in most cases, a combination of humor and honesty works best when dealing with unkind remarks from others.

A final requirement is that the counselor be skilled in assisting people who are trying to make decisions. The client may want you to decide for her. You may wish that she would be more interested in nontraditional occupations. We all know these pitfalls. Give the information and sources of further knowledge, listen to the client so that she knows you hear her, show her how to make decisions, and then encourage her to decide for herself.

CLIENT NEEDS

Information

Initially what a client needs is information and someone to help her explore all types of careers--not just those in traditional areas. This can be accomplished in several ways.

Discuss with the client all programs in the school catalogue, especially those that relate to her aptitudes and interests. (We are assuming that your catalogue has been updated and that men and women will be pictured in nontraditional settings.) For women with math and art aptitude, one might discuss mechanical design and drafting as well as bookkeeping and interior decorating.

Give an idea of general salary ranges for various occupations, using Government publications such as the Occupational Outlook Handbook or follow-up studies done by your institution. Many welders train no longer than clerk-typists, yet the wage differential is significant.

Supply the client with information showing that women and men are not innately suited to certain occupations on the basis of their sex. Since our society tends to provide different experiences for boys and girls, inside and outside of school, we can hardly conclude when we test them that the differences we find are absolute and biological.

Maintain a folder or notebook with articles and pictures depicting women, preferably in your state, engaged in nontraditional occupations. This will assist the client because she will be able to see that women actually are doing all types of work.

Exploration

In addition to gathering information, the client will need to explore some of the careers that intrigue her. The counselor can assist her in this task be several means.

- Provide tours of classrooms and industries where women can be seen in nontraditional areas.

- Design a special "Hands-On" day to allow women to actually do tasks in some of the nontraditional areas so that they get a "feel" for the work and can talk with instructors about the requirements.

- Keep a file of women in nontraditional fields. Such a file is invaluable; clients may call the women, and perhaps even spend a day with them at work. Talking to men employed in these fields will also provide clients with much-needed information. Using the Bolles method, they can ask, "What do you like about your work? What do you dislike about your work? How did you get into this line of work?" (Bolles, 1972)

- Suggest that clients investigate the upward mobility of the careers. It has been my experience that many women think only of the immediate job and do not plan ahead for advancement and new challenges. Unless they do look for and prepare for advanced opportunities in their chosen fields, they limit themselves. If they compare career ladder opportunities for various jobs, they are planning for the future.

Aptitude Testing

Once the client has information and has done some exploration, it is time for some reality testing. This involves consideration of aptitudes, interests, values, ego strength, and possible problems.

If the client is unsure of her aptitudes, it is helpful to go beyond the paper-and-pencil tests so traditional in our culture. Some suggested alternatives are:

- Use modules of the Singer Testing Unit that test dexterity, spatial relationships, or whatever aptitudes are pertinent to the occupation being considered.

- Be realistic about the lack of experience in certain areas that might make some prior training necessary before a client actually enters a classroom or job. For example, some women will need to become familiar with the names and uses of various tools; women need this information if they are to compete on an equal level with men, who probably worked with the tools growing up.

- Consider areas in which clients may require additional skill development before entering the course. Many women in our schools elect to take only the required math courses. Often we find that they have a fear of math that is based not on a realistic inventory of their ability, but on the assumption that it is too difficult for them. Individualized math courses can give such women the chance to attain entry-level math

skills. Recently some schools have begun to offer courses in reducing math anxiety, which is a problem many women face.

- Offer three- to six-week pretechnical classes where women, as well as men, may learn the basics of blueprint reading, technical math, or whatever other areas need to be covered. Such classes ease them into the program, give them time to build some confidence, and provide the basic information they need.

- Work creatively with the client in identifying skills she already has that can be transferred to the nontraditional occupations she is considering. For example, if she can thread a sewing machine, she can probably do some of the wiring tasks required in electronics. If she can repair a vacuum cleaner, perhaps she can learn to repair other small appliances.

- Make the client aware of skills she has that are not seen as valuable by herself or perhaps by others. In addition to being capable of doing the job, employees should possess certain personal traits if they are to succeed. The woman who has organized a church bazaar may not realize that she has supervisory and organizational ability that is valuable on the job. The woman who built the backyard patio at home may not see the value of her skills in the construction trades.

The problems of interests, values, and ego strength are intermingled and can be dealt with in a variety of ways.

The client needs assistance in identifying her main interests and needs as they relate to a job. Some factors to consider are variety versus routine, working alone versus working with people, and outdoor versus indoor work. Helping her to list these items in order of importance is part of this task. Then she can see whether or not the occupations she is considering fulfill her needs and interests.

An examination of values may lead her to conclude that family and family opinions are so important that she will not pursue any occupation unless they approve. Or she may conclude that status is a significant factor and thus she will only consider certain occupations. Women to whom independence is very important will examine occupations that pay well enough to gain this freedom.

A woman's ego strength mus be considered, along with her views on being a woman. If she is secure within herself and does not fear losing her femininity, for example, then she has a much better chance for success in a "man's" job.

If the counselor has a good knowledge of transactional analysis, she can help the client to explore her adult, child, and parent messages about herself and the occupation. Lacking that, the counselor might suggest a short course in sex-role socialization and stereotyping.

Along these same lines, clients need to examine their motivation. Women out to "show men up" and women entering the field only for the pay need help in sorting out their attitudes and decisionmaking processes.

In the reality-testing process, clients should discuss, with counselors, instructors, and people in the field, possible problems that may arise. For example, many apprenticeship programs have hazing traditions that have nothing to do with being male or female. The women need to know this, to be prepared for it, and to accept it with good humor. Of course, they also need to know how to handle situations that go beyond the usual harmless types of tricks.

Some women have reported that men do not accept them on the job. Ways of coping with this can be discussed with the clients; they must realize that men's attitudes do not reflect on them as persons, but on what they are doing. They need to learn to use self-assertiveness, when appropriate, and at the same time be able to elicit help and support from men coworkers. Again, a good sense of humor is essential.

Getting Started

The last step of the process is to assist the client during the entry phase. I have observed that females vacillate--sometimes they feel very strong and independent, and at other times very weak and dependent. If a client has developed a good relationship with the counselor prior to this, she will "talk it out" during this phase. The counselor then serves as a sounding board, a supporter, an assistant in problem solving, and a nurturer.

The method of help proven best is to have two or more women in a given program or job. They provide support for each other; they do not have to be the "lone" woman paving the path for all other women; and they can help each other solve their problems.

A once-a-week "rap" group for women in nontraditional training areas gives them a chance to ventilate and do some creative problem solving.

Ongoing training in transactional analysis, assertiveness, and rational behavior provides them with coping skills and also helps them to feel better about themselves.

Visits to the women in the training area demonstrate the counselor's real interest and concern. Instructors often are surprised to see a counselor leave the office and enter the classroom.

The counselor needs to be available, sometimes without appointment, to share the joys and sorrows of the student. Women need that additional support. I have been liberal with my hugs, and I find that to be the best of therapy.

Talking with instructors about the progress of the females reinforces the fact that the counselors are there to assist in the process. I find that most instructors are quite pleased with the performance of the women,

especially in classes where they have dealt mainly with young men just out of high school. The women bring a stability and maturity to the class, and in some cases they and the young men help one another extensively.

As you can see, counseling women about entering nontraditional occupations is a complex and long-term task. From the first mention of an unusual occupation until the time the client is gainfully and happily employed, the involved counselor will be there. From the time when the woman's eyes first twinkle, as she realizes that she can consider technical and vocational occupations, until the time that she shows off her first paycheck, the interested counselor will be there.

Counselors in this field need to be knowledgeable, practical, warm, creative, humorous, receptive, and responsive. They must be truly interested in career counseling and long-term supportive counseling. Decisionmaking, problem-solving, and human-relations skills are all required.

Counseling women about going into nontraditional occupations is not easy. However, it is challenging, exciting, and rewarding. One does not sit in one's office and watch the world go by. The world is your office!

A sign hangs in our office window, "A woman's place is everywhere." We believe it; do you?

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ENGINEERING TECHNOLOGY PROGRAMS BENEFIT FROM CREATIVE RECRUITMENT COUNSELING

Alison Caughman, M.Ed., taught mathematics at both the secondary school and technical college level, directed projects funded under the Emergency School Aid Act, Title I of the Elementary and Secondary Education Act, and now directs the FACET project at Trident Technical College in Charleston, South Carolina.

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One day in September 1977, a 35-year-old woman (let's call her Marion R.) nervously entered her first class in engineering drawing at Trident Technical College. She looked around and was glad to see two other women in the class of 25 students. They were younger than she was, though, and she decided that they certainly looked smarter. No one else appeared to be as scared as she felt. The instructor entered the class, introduced himself, and briefly explained why engineering drawing was required of all beginning engineering technology students. He then gave an overview of the course, listed the drafting tools the students would need, and explained what the students would be able to do by the end of the quarter. As he spoke, Marion R. realized she had made a terrible mistake. What had ever possessed her to think she could master engineering technology? Sure, she needed the income an engineering technician earns. After all, her marriage was failing; she expected that soon she would be supporting two children, and she lacked marketable skills. But she obviously didn't belong in engineering technology; it looked much too difficult. Somehow she managed to sit through the class, and as soon as it ended she headed for the registrar's office and withdrew from school. Feeling a mixture of shame and relief, Marion R. drove home . . . . Marion's story is true, and unfortunately it is only one of many.

In the Charleston, South Carolina, area a combination of affirmative action programs and a general shortage of engineering technicians has created an atmosphere in which women are being recruited by local industries. This situation is potentially very good for women in the area. High salaries, prestige, opportunities for advancement, and the challenge of working within a creative, constructive profession have made engineering technology an attractive alternative to the traditional "female occupations." In response, Trident Technical College created a program known as FACET to encourage capable females to enroll in engineering technology. Because of FACET's efforts, women now constitute twelve percent of the engineering technology enrollment.

When Marion R. failed to return to class, the Trident instructor asked the FACET project director to investigate. So Marion R.'s story became known, and the difficulty was resolved when an admissions counselor encouraged her to give engineering technology another try. Marion's problem was that although she had ability, she lacked confidence in herself. She was, quite simply, terrified.

If Marion R. had prepared herself adequately for a career before marrying and having children, her situation would not have been so difficult. She had desperately hoped that her husband would support her and the children long enough for her to become qualified as an engineering technician. Then she would have had the economic security of being able to support herself and her family, if her marriage continued to deteriorate. At the age of 35, Marion R. was literally "a man away from welfare," in need of both emotional and financial support.

This woman's situation illustrates the pressing need for counseling two distinct female populations:

1. Older women who are seeking a viable alternative to their current status, and

2. High school women who are making all-important career decisions.

At Trident Technical College, the South Carolina Department of Vocational Education has funded FACET, which stands for "Female Access to Careers in Engineering Technology." It provides services for high school girls: a 12-minute film showing successful female engineering technicians, career counseling, and an eight-week exploratory course in engineering technology. Although there are no special funds for use with older women, program personnel work with them. The FACET experiences have begun to reveal strategies that are beneficial to both groups. In developing strategies, several questions surfaced. First, what characteristics should a counselor look for in prospective candidates? The character traits necessary for success in most activities or jobs are key factors here also: maturity, self-discipline, motivation, enthusiasm, and confidence. Personal neatness is another clue, for it requires attention to detail and says much about a person. An aptitude for mathematics and science is essential, and otherwise qualified participants may need to strengthen their skills in these areas.

Second, how can a counselor assist a prospective enrollee with her decisions? The counselors at Trident try to help students with career choices in a number of ways. Through the use of exercises in clarifying values and goals, women see how their personal needs and desires may eliminate some jobs as career possibilities. Interest tests such as the Strong-Campbell Interest Inventory or the Career Assessment Inventory enable them to explore their likes and dislikes with regard to activities, occupations, and types of people. Counselors can discuss job conditions and their effects on the individual and can explain the various types and the duration of education or training needed for certain careers. Students are encouraged to ask themselves such questions as "What will I gain by this choice?" and "What might I lose?" In the field of engineering technology, for instance, women can expect to gain good salaries and job opportunities, but they also may face unfavorable attitudes among their coworkers. The males they work with might tease or patronize them, refuse to take them seriously, or try to scare them off with unreasonable amounts of work and pressure. Counselors can help students examine these and other problem areas.

Of great importance--perhaps most importance--in helping students make career choices is providing a process for the student to use in making career decisions. Women can use the same process throughout their lives to identify values, goals, and interests whenever they require a change in career.

Exposure to the atmosphere of the job is also useful in helping students choose a career. In the FACET summer program, an exploratory course allows 100 high school junior and senior girls to get a feel for the world of engineering technology. They have ample opportunities not only to see the engineering technology labs, but also to experience "hands-on" activities with the equipment that an engineering technician uses. By the end of the summer, the students have gained first-hand knowledge about some technicians' jobs, because the course includes tours to local industries and talks by women already in the field. The entire course is designed to help them make well-studied career decisions.

Frequently, women who decide they want to pursue engineering technology have not had the proper background in science and math. At Trident, the sciences do not represent a problem, because the beginning drafting, chemistry, and physics courses that are required do not assume prior knowledge of the subjects. Mathematics, however, is the "critical filter": here the students often sink rather than swim. Counselors advise most students (male and female) to take one, or sometimes two, elementary algebra courses designed to provide a firm foundation in the basics. Great care must be taken to place each student in an appropriate math course so that no one starts out over his or her head. Counselors encourage students to spend one whole quarter concentrating on improving their math skills before entering the regular curriculum. A successful first experience with mathematics puts the candidate on solid ground, and it also builds confidence.

The developmental studies department at Trident works with students needing basic skills. The math teachers there are available during certain hours each day for tutoring any student enrolled in an algebra course. This service has been a great help to many students.

The promise of a good salary attracts most candidates to the program. However, before they can achieve their goal of good wages, students often need help to pay for their education. FACET's financial aid office helps needy women who often have children at home for whom they are the breadwinners. Usually, they are without marketable skills that would help them get employment, or else the jobs they might get pay so poorly that financing an education and supporting a family simultaneously would be impossible. The financial aid office helps them find sources of money through scholarships or through Federal grants (e.g., Basic Educational Opportunity Grants).

The placement office also offers a service to the women in the FACET target group. This office assists students in getting part-time jobs to supplement other forms of financial aid, and it occasionally finds full-time jobs for students so they can meet their financial obligations and attend classes at night.

The placement office knows the pulse of the business community, for the placement director maintains close contact with the companies that will hire the graduates. The director informs the students of new plants opening up in the area and arranges job interviews for students about to graduate.

Through the school's cooperative education program and in conjunction with the placement office, students can sign up for work experience with a company and get college credit as well as a salary. This dual approach gives students a chance to get their feet in the door of business or industry and to gain experience to put on their resumes. This program is especially good for women who lack confidence in their abilities, since it gives them an opportunity to succeed in an industrial environment while they are still students.

The counseling center is another "helping hand" for women entering nontraditional curriculums. A student counselor runs assertiveness training groups to teach women formulas for expressing complaints and compliments, for initiating conversations with strangers, and for developing other skills that help women to feel that they are in charge of their own lives. She also shows them behaviors for projecting businesslike attitudes that enhance their chances of being taken seriously in their jobs.

When the FACET project first began to take shape, the idea of a support group for the women in the traditionally male curriculums surfaced. This idea took the form of a "nurture group" that includes women from the staff and faculty as well as women employed in industry. In its first year, the nurture group held sessions on assertive body language and communications skills, anxiety management techniques, and a panel discussion on the ERA. One of the most successful programs was a session in which four women who work as engineers or engineering technicians were invited to talk about their jobs. Besides sharing information about the responsibilities they had and the tasks they performed, the women discussed working with men and ways of coping with the various attitudes encountered. The students were glad to hear first-hand experiences and to see women who had actually "made it" in the technical world.

Finally, the program could not succeed without faculty support. A memo listing all females enrolled in engineering technology is circulated among the math, science, and engineering faculty. The instructors are asked to inform FACET's project office when any of the students have problems. (This is how the office found out about Marion R.)

Often the root causes of problems are personal difficulties with marriage, finances, or children, and for these there are no easy remedies. Additional help for women with these types of problems is on the way--a growing list of community-based agencies and individuals is being developed to facilitate referrals. Other times all that is needed is to match the

individual to an existing college service. At the very least, the student gets the message that "somecne out there cares."

Some days, it seems that every female within a 100-mile radius of the campus is asking for career advice. Women who take the initiative and seek counseling, however, represent only a small percentage of the population that could be served.

The secondary schools are an ideal place to reach large numbers of females. Community colleges have a much closer working relationship with industry than do high schools; hence, FACET can perform a real service to these schools by offering to present career awareness programs to their students. These presentations are most successful when given to small groups of thirty students or fewer. The majority of teachers and counselors in the high schools have been eager to sponsor such presentations. Although the secondary schools are currently under pressure to incorporate career development into their courses, most high school teachers and counselors admitted to a lack of knowledge about the job market. Between October and February, the program reached 1,500 students during visits to 35 high schools in the three-county area served by Trident. To reach a broad spectrum of secondary students, entire science and math classes in grades 9, 10, 11, and 12 were invited to see and hear the presentations. Those desiring followup counseling were invited to campus.

Women who have graduated from high school are more difficult to reach. Offers by FACET to speak to local women's clubs in the area have met with only limited success. We plan, however, to continue in our efforts to meet with these groups.

And now, what happened to Marion R.? Three months after her traumatic encounter with engineering technology she left her husband and moved, with her children, to another state where they live with her mother. Before leaving Charleston, however, she was advised by a FACET staff member that a community college near her mother's home offered engineering technology. She planned to enroll and try again.

We think often of Marion R. and wonder how she is doing. There are so many women out there like her--and so many high school girls now in the process of becoming like her. There is much work to be done!

COUNSELING FOR THE ALLIED HEALTH PROFESSIONS

Belita Cowan is a former health care instructor at Washtenaw Community College, Ann Arbor, Michigan; author of Women's Health Care: Resources, Writings and Bibliographies (1977); and founder of the National Women's Health Network.

A STARTING PLACE--THE COMMUNITY COLLEGE

With low-cost tuition and open-door policies, community colleges have expanded educational opportunities for millions of students. Despite a commitment to community-based education, however, many community colleges have failed to assure equal educational opportunity to female students, particularly in the allied health training programs--which remain, for the most part, sex-segregated. Females outnumber males by far in the health technologies. There are a few female emergency medical technicians, but fewer male licensed practical nurses; and 99 percent of nurses and nurses' aides are female.

The sex-segregation problem begins with the fundamental issue of admissions criteria for technical programs, and a concerted effort must be made to desex these criteria. The school's own guidance and counseling division may well provide students with their first line of defense against sexist tracking practices.

How can counselors help women students to overcome sexist bias and evaluate a possible career in the allied health professions? Counselors can promote educational equity by

- Knowing the school's programs and the related job markets;
- Encouraging female students to enroll in nontraditional fields;
- Organizing outreach programs and assisting students with support services such as child care and financial aid;
- Helping students explore career goals, options, and long-term planning for career mobility;
- Facilitating rap groups for health technology students;
- Establishing links with local women's health groups; and
- Sponsoring guest lecture programs with community health activists and female health practitioners.

This discussion focuses on these and other ways of helping women pursue careers in allied health professions.

A LOOK AT THE COUNSELING PROCESS

According to the handbook Sex Fairness in Career Guidance: A Learning Kit (1975; available from Abt Publications, Cambridge, Mass. 02138), the counselor's function is to

> . . . help the client understand the basis for his or her choice, the whole array of available alternatives, and the consequences which may be attached to each. . . . The objective of career counseling is not so much to help the client make a perfect decision as to help the client learn processes of decisionmaking.

Each counselor must make some important decisions about the counseling process itself. It is not enough to help students choose a career from among a number of options; effective counseling includes long-range career planning. Students, especially recent high school graduates, are not apt to think in terms of the future--10 or 20 years hence. Yet the very nature of the allied health technologies requires long-term career planning, particularly for the academically superior and highly motivated student. Some points that must be considered follow.

Career Goals

Counselors have a responsibility to help their female student-clients explore nontraditional allied health programs (e.g., hospital orderly, emergency medical technician). Conducting outreach programs to recruit women to nontraditional careers is certainly within the rubric of the counselor's function. When carefully planned, such programs are highly successful in attracting female students to the community college.

It is very important, however, to counsel prospective health care students realistically about such careers, and to do so the counselor must be well informed on occupational and labor market trends, new health occupations emerging (the AMA has identified over 50 paramedical and technical health occupations), and pay scales for the various health professions. The counselor should analyze each health occupation in relation to its place within the medical care delivery system, and the health technician's working relationship with other health care professionals. The counselor must help the client make a realistic appraisal of the benefits and drawbacks of the many allied health careers by having a thorough knowledge of job descriptions and responsibilities.

Financial Goals. Many community college students are unaware of the financial implications of their career choices. A recent study by the American Association of Women in Community and Junior Colleges revealed that many community college women "hoped to move into technical positions, but their expectations did not match the realities of their planned curriculums. Few had accurate information on their income potential."

Allied health careers are considered part of the "helping" or "service" professions. Hence the wages and status are relatively low. Semiprofessional and paramedical positions are at the low end of the occupational spectrum, and financial rewards (salaries) are limited. Upward mobility

is seldom a possibility, though translateral movement from one facility or department to another is fairly common.

Personal Satisfaction and Upward Mobility. Our health care system is characterized by a strict hierarchy with physicians (92 percent male) at the top; the medical profession thus has considerable authority over all other health professions and services, including licensing and state certification of allied health professionals. Students of the health technologies may be taught in school that they will become an integral part of the "health care team" and that they will grow in the job, but in reality the health care technologist and licensed practical nurse are often relegated to the level of "doctor's helper."

J.W. Perry's article on career mobility (1969) advocates a "career ladder" in the allied health professions:

> Within each health profession there should be the potential for educational and occupational movement in a vertical, upward thrust that makes it possible, based upon completion of educational requirements and measured capabilities, for an individual to move with comparative ease from the level of aide, to the assistant, to the full-fledged professional practitioner.

Perry believes that today's newly trained allied health professional enters a system in which higher-ups appear to be unwilling to accept the newcomer's potential for a higher level of performance and colleagues have apparently learned to accept their subordinate roles.

Counselors too often ignore the potential for allied health professionals to move up to supervisory or administrative positions. Few students are informed that community college health instructors, for example, are often recruited from among the ranks of allied health practitioners. The counselor can help students plan their course curriculums with an eye to the future, choosing courses that will provide them with access to additional training, education, and skills.

A LOOK AT INFORMATION NEEDS

The Counselor

Health technology programs consist of a basic curriculum coupled with clinical practice in health facilities. This approach to health training combines both theory and practice. The counselor, then, must be familiar with the course requirements for each program as well as the clinical practice requirements. If the students' clinical experience is coordinated with a number of health institutions or professional practitioners, the counselor must be especially knowledgeable about the quality

of the learning experience provided within each context. Community clinics or hospitals that serve as training grounds for community college students may be more interested in patient care and medical services than in education. The counselor should therefore be aware of the limitations of local health facilities in meeting students' educational needs.

To keep up with the latest developments in the health technologies, counselors will want to consult with faculty, librarians, audiovisual personnel, community groups, government health agencies, professional and medical associations, health practitioners, and former students who have successfully completed the training programs and are now employed.

The College

Many community colleges serve as a primary training ground in allied health professions, with programs such as these:

- Dietary aide;
- Dental assistant;
- Emergency medical technician;
- Orderly/nurse aide;
- Inhalation therapy aide;
- Laboratory technician;
- Occupational therapy aide;
- Registered nurse, licensed practical nurse;
- Physiotherapy aide; and
- Medical records technician.

At present there is much controversy and heated debate within the nursing profession about the "preferred" educational background of its members. Nurses with baccalaureate degrees, nursing diplomas, and state certification are all vying for a piece of the same professional turf. Registered nursing is becoming as specialized as medical training, with specialties in pediatric, geriatric, intensive care, and obstetrical nursing. The independent nurse-practitioner who holds a master's degree has also arrived on the medical scene. Even the very role of nurses is open to question, with a new philosophy emerging--the nurse as patient advocate. Changes in the nursing profession bear heavily upon students in the two-year nurse-training programs in terms of future earning power, career mobility,

level of assumed responsibility, and status within the profession. Prospective nursing students will need to know this.

Many persons concerned with the future of the allied health professions believe that the community college must link its curriculum more closely to that of the four-year university. The associate degree should be regarded as the first step in a progression of upward career mobility. At present, too little emphasis is placed on course credit transferability from the two-year to the four-year college.

Recent additions to the standard women's studies curriculum are health awareness, self-help, and "know your body" courses. The topic of patient care is often coupled with an exploration of the training of health care professionals. Frequently, allied health workers and even registered nurses and community pharmacists sign up for such courses, especially when they are offered at night through the college's continuing and adult educational programs. Credit for these courses can be transferable to the four-year college.

Because there is a tremendous demand for training in the health technologies, community college health training programs often have waiting lists of up to two years. One Michigan community college counsels its waiting-list students to enroll in women's studies "women and health" courses as an introduction to health care issues. An indirect benefit of these courses is that students have an opportunity to meet and make contacts among community health practitioners. The instructor can serve as a "partner" to the counselor. Together they can organize a guest lecture series featuring women health practitioners, clinic workers, physicians, and administrators. Besides informing students about the latest developments in the field, the speakers serve as female role models. Additionally, the counselor and instructor can cosponsor field trips to local health facilities. The women's studies/women's health care courses can provide the counselor with a wealth of written and audiovisual materials to facilitate his/her counseling sessions.

Linkages With The Women's Health Movement

Mutual support among health care workers becomes a key issue as more and more allied health specialties emerge to claim their own turf in the health delivery system. Struggles for independent recognition and certification promote competition among health technologists. Each of the paramedical specialties is a part of different labor unions. In her essay "Development of Feminist Health Networks in the Health Sciences," Arlene Kaplan Daniels (1977) explores the concept of communication networks among allied health professionals. Such networks can

- Provide job information;
- Monitor affirmative action efforts;
- Pressure for child care services;
- Acquaint newcomers with procedures and policies;
- Provide support for women union officials; and
- Promote organized efforts to upgrade the professions.

Communication networks in the health care field already exist within the women's health movement. The movement serves as a forum for bringing together the interests of consumers and providers of health care services. The strength of the women's health movement rests with its local, grassroots organizing and community health projects. It is not uncommon for this strong community component to be represented at the community college itself--through the college's women's center and women's studies program.

SATISFYING SOME OTHER NEEDS

Why Have Support Services?

Support services for women can make the difference between academic success and failure. Regardless of her intense interest and individual drive, a woman student may simply be defeated by the seeming impossibility of dealing with "externals" such as family and finance. Then there are other needs for support--the "internal" problems such as conflicting emotions and insecurity.

Child Care Centers

On-campus child care centers provide the single parent with an opportunity to carry a heavier course load in extended blocks of time during the day. Although fees are high, the demand usually exceeds the limited number of spaces available. Few community colleges maintain day care centers; however, those that do tend to use the centers as training grounds for their own child care assistant vocational programs.

The counselor needs to be aware that young mothers may have ambivalent feelings about leaving their youngsters in a center and should explain to them that child care centers offer much more than custodial care. They provide a structured play environment that enriches the child's learning experience and ability to relate to other children and adults.

Personal and Group Support

The woman entering a nontraditional training program will seldom find either female role models or instructors. The counselor, then, may need to provide her with ongoing emotional support and encouragement. Also, it should not be assumed that females who enter formerly all-male programs necessarily consider themselves "feminists." Despite their pioneering efforts, they may still hold a very traditional view of women.

Group counseling in health care/technology programs benefits participants in many ways. It allows students to

- Explore their feelings in a supportive atmosphere;
- Clarify career goals and lifestyle aspirations;
- Discuss attitudes of parents, friends, spouses;
- Improve communication skills;
- Share experiences as consumers of health care service; and
- Exchange information about clinical facilities and coursework requirements.

By organizing rap groups, the counselor can better utilize limited time that would otherwise be spent in one-to-one counselor-client sessions. The counselor can augment the rap groups with selected audiovisual materials and, even better, guest speakers from local health facilities and women's health groups. The associate degree graduate who is now a field practitioner is an invaluable source of information and can encourage students facing the long road ahead--academic rigor and clinical practice.

Financial Aid

The counselor should be knowledgeable about the college's financial aid programs as well as those of the private sector. Frequently civic and business groups offer grants and low-interest loans to eligible women students. Many local chapters of national women's organizations provide modest scholarships to returning students--especially the older woman who is returning to school after a long absence for retraining or new training in a career. An option that is often overlooked is the placement of students in a work-study program in the college's own student health service. Students can also be placed in biology and chemistry labs. An imaginative counselor knows no bounds in the variety of health-related work-study positions that can be generated at the college.

Equity counseling in the health-related fields can be the catalyst for improved health care for all Americans in the years to come.

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PART II: The Institutional Commitment

ELIMINATING BARRIERS TO VOCATIONAL EDUCATION

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Many women who are returning to the labor market (or entering it for the first time) are doing so out of economic necessity, and it is imperative that they be able to earn adequate wages. However, our educational system has often short-changed these women by failing to prepare them in appropriate ways to take well-paying jobs. Furthermore, it is certainly true that entry-level, traditional "women's jobs" do not pay as well as entry-level, traditional "men's jobs." Plenty of women would be pleased, even eager, to do so-called "men's" work if they could gain entry into certain better paying, skilled and semiskilled fields.

Steiger and Cooper (1975), in discussing the shortcomings of vocational training for women, indict the schools for being slower than the larger society at adapting to required changes:

> Perhaps more serious than the immediate failings of women's vocational classes is the extent to which schools in general tend to inculcate stereotyped images of women and work. Textbooks, course offerings, guidance counseling systems, and the personal attitudes conveyed by many teachers combine, sometimes subtly and sometimes bluntly, to perpetuate restrictive images of the woman's proper role, on the job and elsewhere . . . . The schools only reflect . . . the predominant attitudes of U.S. society as a whole, but the schools appear to be changing more slowly than the society at large. And the failure of the educational system to adapt to new realities is particularly serious because of the central role assigned to schools in the socialization of both men and women. If students emerge from school handicapped by outmoded attitudes, perceptions and training, they will find that society offers them little opportunity to change in their adult lives.

Special attention must be paid to eliminating those personal, psychological, and economic barriers that have operated to keep women out of nontraditional vocational training. This article addresses the elimination of these barriers from three perspectives: (1) how the community college, specifically through its career development programs and related services, can encourage women to enter nontraditional vocational training programs; (2) how other college policies and practices can assist in the process; and (3) how the community college can cooperate with the community to encourage women to enter vocational training. This article also can be used as a model for recruiting and program planning for other groups (e.g., ethnic minorities, the handicapped).

COLLEGE CAREER DEVELOPMENT SERVICES

I would like to suggest as a framework a model of career education developed by Kenneth Hoyt (1975), Associate Commissioner for Career Education in the U.S. Office of Education: "Career education includes career awareness,

exploration, decisionmaking, preparation, entry, and advancement. Vocational education has only one of these components--career preparation--as its main thrust." These various phases of the developmental process of career education usually occur in the order in which Hoyt mentioned them. Although the sequence may vary, it would be unlikely that any adult--and especially a woman--would start the career education process at the entry point or at the advancement stage without first going through some awareness, exploration, decisionmaking, and preparation (vocational education experiences).

CAREER AWARENESS

How can we make women aware that vocational training programs are open to them? Since such programs have always been open to women, but few women have chosen to enter, just what is the problem? Answers to these questions are closely linked to two psychological-sociological phenomena--self-concept and "appropriate" sex-role behavior (stereotyping).

Self-Concept and Sex-Role Stereotyping. American society draws rigid boundaries around a narrow field of behaviors and activities that are considered "acceptable" for people, on the basis of sex (Bem, n.d.). Men are expected to be good at mathematics; women are expected to be the opposite. Women are expected to nurture others; men are discouraged from such behavior. These rigid categories of "proper" behavior according to one's sex have caused women and men to develop limited self-concepts.

Self-concept theory in relation to occupational choice is best defined by Super (1973):

> In expressing a vocational preference, a person puts into occupational terminology his [her] idea of the kind of person he [she] is; that in entering an occupation, he [she] seeks to implement a concept of himself [herself]; that in getting established in an occupation he [she] achieves self-actualization. The occupation thus makes possible the playing of a role appropriate to the self-concept.

Accepting Super's point of view, then, women have tended to enter occupations which make it possible for them to play roles appropriate to their self-concepts, and these same self-concepts have been influenced by notions of proper sex-role behavior, better known as sex-role stereotyping.

Society has proscribed certain kinds of activities for women by labeling them "improper" or "unfeminine." Thus, women have developed limited self-concepts that prevent them from considering a wide range of occupations. They do no want to be considered "unfeminine" because of selecting a "male" occupation, nor do they feel qualified for such jobs. Merely telling them, "we encourage women to enter mechanics" (or "minorities and women are

encouraged to apply") does nothing to change their concepts of themselves to include being people who could become competent mechanics. The result, then, is a reduction in career choices for women.

If women are to be made aware of and successfully recruited into vocational training for better paying, nontraditional jobs, opportunities must be provided for them to improve and expand their self-concepts, to change their feelings and perceptions about what they can do and want to do. Further, society's definition of what is an acceptable career choice for a woman must change. Definitions of acceptable behavior must move from sex-linked prescriptions to a wider array of choices based upon interest and ability.

Outreach. Community colleges can help raise public awareness regarding acceptable options available to women, by advertising and publicizing on radio and TV that women, too, can become electronics experts, heavy equipment mechanics, or accountants.

College publications such as newsletters, catalogs, and flyers should use nonsexist language. Photographs should show women as well as men in all vocational areas. (Men should be shown working or training in traditionally "female" occupations such as secretary, clerk, and child care worker--the sooner men begin to work in these fields, the sooner the accompanying salaries will be raised.)

Community colleges should hold one-day counseling and informational workshops for women interested in returning to school, and should provide information on programs, financial aid, child care, and job opportunities for trained women. This kind of one-shot program is most effective if counselors are available for consultation with small groups or individuals. It is also helpful to have local employers at these workshops to assure the participants that industry is indeed willing to hire women once they are trained.

Short programs of one to two hours on special topics should be sponsored in the Women's Center or by other interested college personnel. Topics should be informational and nonthreatening. Women who need to be made aware of vocational training will be attracted by program material that is closely tied to their present interests and self-concepts. Topics might include "Women's Health," "Returning to School," "Women in Management," and "Credit for Homemaking or Volunteer Experience." One of the most important benefits of these courses is the support-group atmosphere in which women find common problems and assist one another with solutions (Clarke, 1975). Such mutual support aids greatly in improved self-concepts and confidence. Women gain the strength in this all-female atmosphere to take brave steps toward a more rewarding life. Many of the class members become full-time students. While most do not immediately enter nontraditional vocational training programs, they do become more aware of what is open to them.

Lane Community College offers returning women's workshops as one-week courses, four hours per day. In these workshops women are intensely involved with one another, and support groups continue long after the workshops are over (Clarke, 1975). The emphasis is upon building self-confidence and planning the next steps. Participants receive two credits for "Orientation to College" and are considered to be returning students for the next term. Scholarships are available for those who can't pay the modest registration fee.

Colleges attempting to recruit should determine what kind of woman is most likely to select a nontraditional program. While little research on this matter has yet been done, there are some hunches which might be followed so that recruiting can be aimed at groups which appear to be good prospects for vocational training.

"Women in Apprenticeship," a Wisconsin project, found that most women interested in apprenticeships were in their thirties or were college graduates in their late twenties (American Education, December 1975). Leslie Posner, Coordinator of the Denver program Women in New Careers (WINC),[1] says the kind of woman most likely to seek nontraditional training is

> . . . bright, alert and usually single or separated from her husband with one or two children she's supporting. She has typically spent a few years in the work force, and she's mature, if not in years, in attitude about life. She's usually a pretty independent, savvy kind of person (Smallwood, 1977).

An informal survey of women in vocational classes at Lane Community College in 1976 showed that many in that group had been taught to use tools and to do repairs by their fathers or brothers. They did not feel the same restrictions about what is acceptable behavior for a woman as did the more traditional woman. It appears that the women most likely to be attracted to vocational training on their own are more confident, independent, and realistic, and have had experience with tools, fixing things, or tinkering.

A word of caution must be given regarding the length of time that elapses between the awareness phase and the vocational preparation phase. Many adult women recruited as students through the awareness activities mentioned here never do enter nontraditional vocational programs, largely because their own self-concepts and society's standards for acceptable

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[1]WINC is a project operated by CONSAD Research Corporation under a contract with the U.S. Office of Education. The project is aimed at economically disadvantaged minority women and operates in Baltimore, Cincinnati, Phoenix, Denver, and Miami.

sex-role behavior both change so slowly. However, colleges that recruit students through these efforts find that more women do enter vocational training as a result of some of the exploration activities and models described in the next section.

Exploration Phase

Career exploration includes exploration of self and exploration of the occupational world. The following models are typical of ways in which community colleges can help and have helped women students with these two kinds of exploration.

Women's Reentry Program (WREP). Many community colleges have been operating these programs for several years. Some of WREP's salient features are block scheduling of classes, provision of child care services, financial aid, and a close-knit, supportive group atmosphere. The participants help one another, so that the need for a large number of professional staff is minimized. Both personal and occupational exploration opportunities come from classroom experiences as well as from contact with other students. Participants increase in confidence as they find they can succeed.

Career Planning Course. Community colleges offering career planning classes should encompass most of the stages of career development discussed by Hoyt. Personal exploration should include interests, values, past work experiences, abilities, and lifestyle.

Occupational exploration, on the other hand, is facilitated through the use of the computer-based Career Information Service (CIS); printed occupational information; and interviews with persons working in the occupational world, with employees of the college, and with other community resource people.

Students are encouraged to explore a wide range of occupational choices, including the nontraditional. The course concludes by emphasizing decisionmaking--"What are your next steps?"

Assertiveness Training Course. Assertiveness training teaches women self-management skills. They learn how to take charge of their own affairs and how to manage life situations competently. Women have long been taught to be passive and submissive, and they often must learn to be clear and direct in stating what they want and to be willing to negotiate a satisfactory solution for a problem situation.

Human Potential Course. The human potential movement stresses positive reinforcement in an intense group interaction setting. Participants gain not only more positive self-images but also greater strength to try new activities. Teachers of the course (either credit or noncredit)

must have been trained at an approved Human Potential Institute in order to use the patented materials.

Women's Centers. The primary goal of women's centers on community college campuses is to develop or continue the peer group support for women who are attempting to change their lives and their feelings about themselves. Most colleges provide a place for students and staff to interact informally on issues of sex bias and sex-role stereotyping and to discuss the impact of these issues on their lives. Women's centers also provide resources for exploration of self and the world of work. They also place heavy emphasis on decisionmaking.

Women's Studies Programs. Academic women's studies programs are, in general, more comprehensive on university campuses, but some community colleges do offer such courses. They explore the historical, psychological, sociological, and artistic roles of women. These courses further explore a woman's self-concept, showing that (in the sex-role socialization process) she has lost some of her natural interests and perhaps some of her talents.

One-Day Workshops on Nontraditional Careers for Women. A college may want to "test the water" by sponsoring a workshop for women of the community. A nontraditional career workshop serves two functions: (1) with proper advertising, it raises the awareness of the community; and (2) it allows a woman to explore the idea of a nontraditional career while taking up only a minimum of her time.

The Portland, Oregon, Community College conducted three workshops of this type in which a panel discussed nontraditional jobs. The panel members were so convincing about their satisfaction with their nontraditional work that a number of workshop participants decided to enter similar vocational programs at that institution.

At Lane, 300 women attended a nontraditional careers workshop in September 1976. The program featured a panel of female role models in nontraditional occupations and a panel of employer representatives who assured participants that there were opportunities available. Experts in counseling, placement, and financial aid talked with women in small groups.

Exploratory Courses. A class in industrial orientation at Lane Community College provides career exploration experiences through orientations for ten vocational areas--industrial safety, electronics, electricity, drafting, motor vehicles, blueprint reading, metalworking tools, welding, woodworking, and construction. Students learn basic knowledge of safety; language; work setting and environment; and hands-on use of basic tools and equipment, materials, and the appropriate instructional manuals. In this ten-credit course, approximately ten hours are devoted to

each area. Counseling helps students to identify goals, address personal issues, determine appropriate training, and identify and overcome potential barriers to job training and placement.

Counseling. Community college counselors who work with women exploring occupational options need special vision and skills. Most counselors like to view themselves as open, accepting, flexible, and able to work with all students, but they may be "nearsighted."

Clarke (1975) expresses the concern shared by many regarding the adequacy and appropriateness of counseling services for women:

> Although many traditional counselors have read some of the latest literature on the counseling of girls and women and have attended seminars designed to change sex-stereotyped perceptions about women, the emotional acceptance of intellectually approved concepts is difficult for some and probably impossible for others.

Counselors are seen both by the public and by students as being influential in students' lives, and the importance of counselor inservice training working with women cannot be emphasized enough. Counselors may lack the skills to work with "reentering" women if they have not recently experienced some of the following:

- Taking a women's studies course,
- Reading extensively in the literature of the women's movement,
- Initiating and working in women's programs, and
- Attending professional meetings and workshops designed to train professionals in how to recognize their own sex biases.

DECISIONMAKING PHASE

Because of the dynamic nature of the career education process, a person is constantly engaged in decisionmaking throughout all the aforementioned phases. Individual counseling services in community colleges also place a heavy emphasis on decisionmaking. A woman who has been in a returning women's workshop, an assertiveness class, a career planning class, and some academic classes, and is receiving followup support from other women, will be directed by this network to a sympathetic, well-trained, supportive, knowledgeable counselor who can significantly assist the woman with her decisionmaking.

PREPARATION

Community colleges can help women feel more comfortable and confident in vocational training in various ways.

Improved Class Atmosphere. Female students report that male students in shop and vocational classes give them far more "flak" than do the instructors. Awareness training is needed for the instructors, and they must also be taught how to create a positive, accepting attitude on the part of their male students. Female instructors could provide the needed role models.

Training in "How To Survive in a Male Occupation." Women need to learn specific behaviors as well as their legal rights in relation to hiring, unions, promotion, pay, etc. In regard to survival in a male occupation, the advice of Hennig and Jardin (1977) is appropriate.

> While equal employment laws can regulate formal personnel policies, making those laws work requires a knowledge of the informal relationships that exist in corporations. For the most part, these organizations were built by men and for men, and are now controlled by men. The forms, rules and styles of behavior and communication among their executives grow out of a distinctly male culture. Women who try to succeed in corporate management become aliens in this male environment.

Cooperative Work Experience. On-the-job training has become a required part of vocational training programs. Such training adds to the student's skill and also provides for a transition from the school world to the workplace. For women unaccustomed to the male work environment, such on-the-job training is even more important.

ENTRY PHASE

Colleges should provide job development and placement services for their female students. Although the law prohibits discrimination in hiring, many employers, especially in smaller companies, still either are not interested in hiring women in nontraditional positions or are openly refusing to do so.

The job development and placement personnel must launch a public relations campaign on behalf of the college's trained graduates. These personnel will need special training in

- The legal aspects of hiring,
- Strategies for working cooperatively with employers in the community, and

- Methods for informing employers of the college's obligation under Title IX to assist only employers who do not discriminate.

Female students must be taught job-getting skills such as resume writing; systematic job-search techniques; interviewing skills; and their legal rights in relation to hiring, firing, promotion, and benefits.

College-Community Cooperation

Cooperative work experience (CWE) programs at community colleges provide an excellent way for women to demonstrate to the employer that they can do the job. Cooperative work experience coordinators must persuade cooperating employers to hire women students. If at all possible, more than one woman should be placed with the same CWE employers for support.

As vocational training programs for women progress, larger colleges will want to hire job developers who will assist in locating entry-level, paid positions for the women trained by the college. Smaller schools may have their CWE coordinators or their placement offices perform this function. In some communities CETA employees aid in this function.

Other community-related concerns are the relationship of the nontraditional program to apprenticeship programs and the local public schools, and the legal issues related to the college's role as a training institution. Apprenticeship programs are an essential part of the training for one kind of entry-level position. A few women are enrolled in apprenticeship programs, but progress has been slow; numerous difficulties--bureaucratic and societal--must be surmounted before women have access equal to men's. Community colleges need to bridge the gap between vocational training and apprenticeship programs, through better communications.

A college has an obligation to help local public schools help women make the transition from secondary school to community college. If local junior and senior high school vocational programs do not include both women and men, the college staff should start educating the public schools.

The community college might form a committee to promote vocational training and employment of women. The committee would include personnel from public schools, community colleges, apprenticeship programs, employers and members of women's groups. This committee could sponsor workshops on legal, social, and economic issues related to the problem.

CONCLUSION

With attention to both college career-development services and cooperation between college and community, educators should be able to establish a strong program to recruit and counsel women for vocational education. The

following checklist can aid in planning those counseling services which can best meet the needs of women pursuing a vocational education.

Checklist for Planning Equity Counseling Services

- Philosophy of program is in compliance with
  - Recent Federal legislation,
  - Recent Federal and state court decisions,
  - Recent Federal HEW/OCR regulations, and
  - Institutional goals and objectives.
- Institutional Commitment includes
  - Potential for adequate development of supportive funding, staff, time, and space.
- Demonstrated need
  - In community-at-large, and
  - On campus.
- A well-reasoned action plan that includes
  - A community-based advisory committee,
  - A workable timetable for operation,
  - Funding for a minimum of 12 months,
  - Staff/Consultants selection and training,
  - Outreach/Recruitment,
  - Selection of counseling models,
  - Financial aid options for clients,
  - A public relations campaign, and
  - A research and evaluation component.

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PART III: Target Populations

COUNSELING NONTRADITIONAL STUDENTS: ETHNIC, RACIAL, AND OTHER MINORITIES

This material has been adapted from speeches by and conversations with the late Johnnie Ruth Clarke, who was on the staff at Tallahassee Community College, Tallahassee, Florida.

Ms. Clarke pioneered in the development of sensitive counseling for minority students in response to her own personal and professional experiences. Ms. Clarke's remarks are drawn from several sources: Conversations with the editor; 1976 and 1977 staff development workshops and AACJC sponsored meetings; and February 1978 Workshop for the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, shortly before Ms. Clarke's untimely death.

Designing and implementing training programs to help the nontraditional student to become "job ready" and successful on the job are problems that most community colleges face. These special students come from a variety of backgrounds, and they are increasingly seeking entry to postsecondary community and junior colleges.

THE STUDENTS--WHO ARE THEY?

The Multicultural Groups

Native Americans. The American Indian who seeks postsecondary education is more than likely a serious student; Native Americans seldom move beyond the secondary-school level unless they believe such a move to be valuable. Such students come from a very different culture, and their values are different. Most are taught that "respect for the things of nature and family are the most valuable attributes of a human being." They are taught "to love and respect all forms of life, and not to take any more than what they need for their own survival (Azure, 1974)."

Upon entry into postsecondary institutions, many Native American students encounter both culture conflict and identity crisis. The strength of their ingrained cultural values as opposed to the school's cultural demands can often create personality problems. These problems are serious barriers to successful achievement of academic goals. The Native American student has one of the highest attrition rates in postsecondary education.

Blacks. The black student often enters postsecondary institutions with mixed feelings. Black culture does not give high status to vocational/technical education; instead, it often views such training as second class. The struggle to overcome second-class citizenship in society as a whole makes black students look on occupational education with suspicion, especially in a predominantly white institution. Vocational/technical education in postsecondary institutions has had few rewards for black students in the past, because after these students attained competencies, they were often barred from employment. Even today, many apprenticeship programs and many unions are not open to blacks.

Besides these societal and institutional barriers, students must cope with other problems. Many come from impoverished backgrounds and have a history of educational failure. Like the Native American students, they bring with them different value systems. Their loyalty to their culture and to each other conflicts with their desire to succeed in the school's culture.

They may have difficulty coping with academic procedures and communicating on both the academic plane and the personal level with the traditional student and the faculty. Out-group feelings tend to contribute to attrition.

On the other hand, many black students tend to develop protective behavior patterns to disguise their feeling of not belonging. Such behavior is manifested in dress, posturing, language, and negative attitudes toward authority figures. These face-saving tactics often generate more alienation, causing rejection by the school culture and sometimes resulting in planned, covert discrimination.

Hispanics. A distinction must be made when talking about Spanish-speaking students. Although members of this cultural group may have many things in common, the shadings of cultural differences account for vastly different approaches to education. In some areas, a distinct difference exists between Spanish Americans, who claim Spain as the land of their ancestors, and Mexican Americans, who claim Mexico as the land of their ancestors. The terms "Chicano" and "Chicana" are not acceptable to all Spanish-speaking groups.

In the eastern United States, Spanish-speaking persons are frequently Puerto Ricans, and there are two groups of Puerto Ricans. In Puerto Rico, persons who are island-born and -reared are referred to as Puerto Ricans. They are frequently well versed in the language of the island and speak school English. The "New Yorkorican" is a person of Puerto Rican ancestry, born and reared in New York, who speaks both English and Spanish, usually very poorly.

In the South, the Spanish-speaking group is predominantly Cuban, but the young Cubans who were born and reared in the Latin communities of this area, like the Native American, experience cultural conflict and identity problems both at home and in the school.

The value system which Spanish-speaking students bring with them to postsecondary education is different from the value system of the school, and the conflict in values often prevents these students from achieving their academic goals. The lack of recognition of (and respect for) the values which these students hold often generates alienation (de los Santos, Jr., 1974).

International. The recent influx of large numbers of students from foreign countries, especially the developing nations, into postsecondary vocational technical institutions has added to the problem of providing adequate opportunities for successfully acquiring occupational competencies. Many of these students have inadequate English language skills. They often move about in groups, never coming to conferences or attending classes alone; and by this means they protect non-English-speaking members of the group. One always speaks for the whole group and translates the conversation or class instruction to others later.

Many postsecondary institutions are not willing to prohibit the admission of non-English-speaking foreign students. Student status for entry to the United States requires English language proficiency; but many foreign students are able to acquire such status without having an adequate command of spoken English.

The Economically Disadvantaged

Although the largest number are poor white, this special group may have all the characteristics of all the previously discussed groups. The lack of financial resources prohibits many from entering post-secondary institutions and, for those who do enter, it usually accounts for their high attrition rate. Students who are economically deprived have also been deprived of opportunities for personal growth. Their perceptions of society and of school are different from those of the traditional student. Many of them appear to be "out to get their slice of the pie," while other appear to be shy or reticent. Often, teachers interpret their behavior as lack of motivation. Many of these students attempt to work while they go to school, and the demands of their jobs will often be reflected in poor academic performance.

The Handicapped

Recent Federal Government legislation has directed attention to the problems of the handicapped. Vocational rehabilitation has served many of the handicapped but has not adequately served the handicapped student in postsecondary educational institutions. Vocational/technical institutions have taken some steps toward meeting the special needs of these students, but there is much yet to be done in the areas of career selection and in developing alternatives in instructional methodology. There are still too many unwarranted ideas about what careers handicapped students should seek. Many schools have limited the career choices of such students because they do not fit into the "regular" instructional environment.

COUNSELING

The Multicultural Groups

The counselor has to be committed to the philosophy of quality education for everyone in order to provide equal access to education for multicultural groups. A counseling plan for these groups should, at the least, provide the following:

- Recruiting practices (to attract both sexes to all programs);
- Clear and equitable admission policies to limited-admissions programs (to provide for the entry of nontraditional students);
- Understanding of the cultural imperatives for each of these groups (to lessen culture conflict);
- Sensitive, humanistic counseling and career guidance (to lessen alienation and attrition and to promote realistic career choices according to individual potentialities);
- Peer assistance within these groups (to lessen alienation and attrition);
- Role models for each of these groups on the counseling staff and faculty and in the administrative structure (to promote a sense of belonging and to attract both sexes to previously sexist programs);
- Access to developmental studies to fill educational gaps and promote positive personal growth (to break the failure syndrome);
- Access to alternative instructional modes (to promote academic success); and
- Access to adequate placement services for program graduates (to support self-worth and to promote personal economic sufficiency).

The Economically Disadvantaged

Community college counselors should give attention to the following when working with economically disadvantaged students:

- Provide adequate financial aid (to promote the entry of disadvantaged students to occupational programs);
- Provide counseling so these students can find the necessary financial assistance (to increase enrollment potential and lessen attrition);
- Provide guidance for these students in planning their academic programs according to their potentialities and their job demands (to promote academic success); and
- Establish placement services that can obtain part-time jobs for students and full-time employment for graduates (to lessen attrition and promote positive self-concept).

The Handicapped

The counselor who is concerned about providing equal access to occupational education for the handicapped should make provisions for the following:

- Counseling services that evidence an awareness of the new and emerging opportunities for students with varying types of physical handicaps (to break the cycle of job stereotyping);
- An instructional program open to innovative means of promoting learning (to increase the handicapped students' learning options);
- Adequate supportive services for both the handicapped student and the instructor, such as the assistance of tutors, interpreters, and paraprofessionals (to promote academic success);
- Articulation with the appropriate external helping agencies and organizations (to ensure that either through the college or referrals, the necessary attention will be given to the physical disability);
- Placement services for graduates and nongraduates that recognize that there should be a close match between employer and student needs.

Student Services for Nontraditional Students

The aids most conducive to academic success for nontraditional students are the student services. Adequate financial aid and humanistic counseling support positive self-concept, and research provides adequate evidence of the influence of positive feelings of self-worth on the success of the nontraditional student in the postsecondary environment (Cross, 1976; Roueche and Roueche, 1977; Roueche and Snow, 1977; and Clarke and Ammons, 1976).

Student services should acquaint the student with the broad spectrum of career opportunities and provide realistic career guidance based upon assessment of the student's potentialities and interests. The total student assessment would include demographic data, achievement data, sociopersonal data, and value data.

Student services should also provide placement services for both the graduates and nongraduates. As a function of placement, and as a needed asset for counseling and instructional planning, followup studies should be designed and executed periodically. The Texas Followup System is an excellent model.

Counselors, in implementing the functions delineated for the student services areas, can take the following steps:

1. Involve counselors and other members of the student services area in sensitivity sessions. These sessions may be designed and carried out by knowledgeable members of the college's staff or outside consultation.

2. Plan workshops designed to assist counselors in the selection, administration, and analysis of appropriate student assessment instruments.

3. Support counselors in the development of adequate student career selection activities or courses.

4. Support the counseling staff in the development of appropriate activities or courses for facilitating the development of positive self-concept.

5. By using work-study funds, develop a system of tutorial services and peer-counseling for special student groups or other student groups needing such assistance.

In designing a counselor inservice development program, the following steps may be taken to help personnel provide for the nontraditional students:

1. Determine, with the assistance of the admissions staff and the counseling staff, the number of special-group students enrolled and what their problems are from their perspectives.

2. Assess the problems of these students from both the counseling and instructional perspectives.

3. Assemble these data, and select persons from the student services areas and instructional areas to work with the development team to ensure necessary input, involvement, and cooperation.

4. Plan a program of activities, based on the assessed differences of a group, that will help the institution to become more responsive to the needs of these students.

5. Recommend the program of activities to the administration for approval, and secure the necessary administrative support and resources.

All the activities planned should include an awareness program for counselors. The counselor awareness program should acquaint the staff with the characteristics of each of these student groups; it should assist

the faculty in developing a humanistic (understanding and nonjudgmental) approach to the face-to-face contacts with these students; it should assist the faculty in dealing with the potentialities of these students rather than imposing their own expectations or values on them.

This can be done through small-group training sessions, role-playing sessions, and reinforcement counseling which provides faculty with intermittent assistance on demand. Awareness sessions can be geared toward (1) more effective integration of knowledge of the nature and identification of the nontraditional student (achieved through large-group sessions for information dissemination and small-group discussion); (2) value interpretation and translation (effectively achieved in small-group sessions); and (3) sensitivity sessions for relating to self and others (achieved through small-group sessions, role playing, and involving nontraditional students in simulated situations).

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COUNSELING REENTRY WOMEN IN COMMUNITY COLLEGES

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Women--especially mature women--are returning to college in ever-increasing numbers. "The number of women aged 25 or older who were enrolled in college last fall (1977) was up more than 23 percent over the previous year. In the past five years, the number of enrolled women over 25 has more then doubled" (Magarrell, 1978).

Many of these women are attending community colleges, which tend to be more flexible in their programing for nontraditional students. The number of women in two-year colleges is increasing every year. During the 1977-78 college year, 51 percent of the full-time enrollment in two-year colleges were women, and 62 percent of all students were over 21 (American Association of Community and Junior Colleges, 1978).

Older women, often mothers whose last child has entered school, make up a large percentage of these reentry women in community colleges. They are returning to school in reaction to complex forces that are pressuring them. These forces must be understood in order to further the development of an effective and comprehensive counseling program designed to deal with them.

EXTERNAL FORCES

Historical and social forces have changed the life of the woman who is now middle-aged. Technological advances have expanded her leisure time. For example, washers and dryers do the laundry, which used to take many hours, and the vacuum cleaner is far faster than the broom. Medical advances have given her a longer and healthier life: "Today a woman of 45 will live on the average 33 more years" (Livson, 1977). And the difference between her life expectancy and that of her husband is growing, thus increasing the chance that she will live the last years of her life alone.

With the advent of the Pill and the continued decline in the birthrate, women have less work to do caring for children. Not only are families small, but mothers are having their last child earlier and earlier. The amount of "unplanned" time left for a woman after her last child enters school is lengthening. "The historical trend, therefore, has been toward a quickening of events through most of the family cycle, followed by an extended postparental interval" (Neugarten, 1977).

The changing structure of the family has also caused children to leave home earlier. Grown children today are mobile and busy with their own lives. As the divorce rate rapidly rises, the older woman has a greater chance of living alone. Since women have lived by the "vicarious achievement ethic" (Lipman-Blumen and Leavitt, 1977), which means they have defined themselves by the achievements of their husbands and children, they may suddenly lose their identities when living alone. Thus, many middle-aged women have been "retired from the job." All

these factors leave women in the sorry state described by Troll (1977): "They have lived beyond the point for which they have been prepared, beyond the point where they are necessary, beyond the point where they know what to do with themselves, beyond the point where anybody knows what to do with them."

In addition, women today are living in an age of anxiety. May (1953) discusses the emptiness and loneliness of these times as a problem for everyone, but cites emptiness as a special problem for women, who have been trained to be "good by not doing things"--by not complaining, by not causing controversy, by not being too smart. May discusses the despair and destruction that can result from the condition of emptiness. He says that emptiness and loneliness are two phases of anxiety, which has been caused by the great changes in Western society.

This is also an age in which people are focusing on individual growth and satisfaction, searching for happiness through est or yoga, seeking to develop individual human potential. The desire for personal fulfillment has influenced many women to try to find out who they are and what they can do. However, conflict is bound to arise with these rapid changes in values. To have lived 40 years believing that the greatest good was in denying herself and living through others only to arrive at midlife with no others to live "through" and also facing a society that says her values were wrong and stupid is a heavy burden for a middle-aged woman living in the 1970's.

Although many older women will deny the fact, the Women's Liberation Movement has influenced their lives. This historical movement, which emerged in the mid 1960's, did not appear fully formed, but grew out of the historical and social changes of this century. Thus it not only has resulted from but also has caused many changes in the contemporary woman's life. There is no doubt that women have gained strength from the movement, both in the overcoming of their social isolation and in the permission to do what they want to do, and must do, as their life situations require.

INTERNAL FORCES

Along with these external forces, the middle-aged woman today must face an internal midlife crisis. Middle age is often a period of transition and confusion. For women, the difficulties can be intensified for a number of reasons. Biological changes, including menopause and changes in appearance with aging, cause middle-aged women to see themselves as unattractive and thus unlovable. Female physical beauty has been highly emphasized in our society; women learned to value it as one of their few means of success in life. With the fading of this youth-oriented beauty, a woman can lose her self-esteem. In addition, women must learn to change their views of themselves if they are to live healthy, productive lives in their middle years (Livson, 1977).

A middle-aged woman is also faced with her changing sense of time (Neugarten, 1977). Now she feels the pressure to accomplish before her life ends. She begins internally to question the meaning of her life. She is looking for new directions and new objectives for the second half of her life. She is searching for meaning in the world outside the home. At this time women are facing, or refacing, a developmental stage which appears close to Erikson's definition of adolescence (1963). She experiences identity and role confusion and an overwhelming urge to separate herself from earlier dependencies and define herself anew. "Issues of identity--of who one is and where one is going and whether one is satisfied with one's lifestyle--become prominent" (Livson, 1977).

Although this is a time of marked confusion for a woman, it is also a time of excitement. Folk wisdom of the past said that menopause and the "empty nest syndrome" were causes of crisis. Current research denies the negative impact of these conditions and finds instead that women are filled with energy and creativity at this time, an excitement to begin a new life (Steiger and Cooper, 1975). Thus, this can be a time for great personal growth. Perhaps the words of Gail Sheehy (1976) best express this feeling:

> Inside the educated 35-year-old married woman is a young girl who remembers what it was like to win at word games or get the highest mark in the class, to control a spirited horse, or to do twenty pique turns around the stage. . . .

Unfortunately for the middle-aged married woman, her husband may not share her enthusiasm. "The most striking contrast between husband and care-giving wife in the midlife couple is his sense of staleness compared with her usual feeling of unboundedness." While she is turning outward, he may be looking inward and toward her and the home for his greater satisfaction (Sheehy, 1976). He is naturally unhappy about the changes she wants and may feel threatened, certainly angry, at the "renegotiation of the contract" which she now demands. Thus, in addition to her own internal conflicts and uncertainties, the wife must deal with the anxieties of her husband. She may be confused and uncertain, but she feels free. All of these internal forces must be understood, if one is to plan a counseling program to meet the needs of middle-aged women.

Fiske (1977) calls middle-aged women "a high-risk group" because of the conflicts they face. Neugarten (1977) has reported for women today an "earlier and increasingly accentuated transitional period" in middle age. It appears that the internal midlife crisis comes today for middle-aged women at a time when the conditions of her life and the values of society have changed dramatically. These issues of identity form an urgent need that can lead to emotional, unplanned, and destructive changes

in women's lives, or to carefully thought-out, clear decisions. Historical forces, role changes, and midlife developmental changes are converging on women today and causing many of them to return to school to redefine themselves and get help in making the important decisions which they face at this point in their lives.

These women need counseling, and more and more of them are turning to community colleges to help them with their decisions. Programs for counseling middle-aged women in community colleges must be based on a thorough knowledge of the above-described social pressures and psychological conditions of middle age for women. This information should be the theoretical basis for such a program. "Educators and counselors can create the balancing pulls which will counteract early socialization years and permit women to develop new or different selves" (Kosh, 1977).

COUNSELING NEEDS

Handling Anxiety, Guilt, Conflict

In addition to understanding the external and internal forces influencing middle-aged women today, the counselor should recognize, from the literature and from experience, some of the most common reactions to returning to school. First and foremost is anxiety. More than just the natural anxiety experienced by all adults who return to school after many years away from education, the middle-aged woman student faces an extreme role change, both at home and at school. Her family often views her as slightly crazy; even when they verbally profess their support, they rarely want to change the comfortable life they have been living (Brandenburg, 1974). "You can do anything you want, as long as I still come first" is a typical spouse response. When "Mom's " studying interferes with a promptly served hot meal, or buttons sewn on, the family is not happy. The woman becomes anxious about whether she can combine two roles, her traditional one and her new one. This anxiety often undermines her plans to study.

She also probably feels guilty. Perhaps her family is right, she thinks; perhaps she <u>is</u> neglecting them; perhaps they will no longer love her. (Remember what her upbringing and society have taught her.) She then sets out to show them that she is worth the education, that she is a brilliant student. Frequently these women refuse to accept any grade but an A, and they are harder on themselves than anyone else could be. So much of them is invested in their role change that they must prove that they can do everything perfectly. The "super-mom" often exhausts herself so much that she can do nothing well.

The literature shows that this transitional stage often causes a rethinking of the past, a reassessing of one's abilities and interests, and a replanning for the future. Letchworth (1970) says that the returning female student faces an integrity crisis as well as an identity crisis. She is looking for a deeper meaning in her life and her unique potential. But this search goes on with tremendous internal conflict, because she is not behaving according to the stereotypes of her childhood--the learned norms and responses--and she must somehow choose between explicit, overt desires and unconscious feelings and values from the past. "The reason most often cited by the returning woman herself in coming back to school is to find direction in her life, to begin to design a a meaningful lifestyle" (Karelius-Schumacher, 1977).

Finding Group Support

The returning student may know that she needs some help but will rarely go to a traditional "one-to-one" counselor. At her age, counselors are seen as working with sick people; "I don't need that, I'm not sick" is a common response to the suggestion that a counselor might help. She may believe that turning to a counselor would mean that she cannot handle her newfound independence. What she does need is interaction with other women in her situation. Thus a woman's center with group activities should be a priority in an adult counseling program.

In addition, the strong need for sharing and learning together can be met by group sessions/workshops and a special orientation for these women. Group learning for older women is preferable to relying on the traditional one-to-one counseling. The group gives a sense of shared problems and concerns, and reality testing (Thom, Ironside, and Hendry, 1975). The workshops should be scheduled frequently, at times convenient to the women. These counseling workshops should focus on responding to the needs of middle-aged women for personal, academic, and vocational counseling.

COUNSELING PROGRAMS

Academic

The academic problems of women returning to college take first priority; this phase of counseling should orient them, introduce them to the college, and help them register in the courses they want. At this time they meet each other and also meet supportive faculty and staff. A trouble-free beginning reduces anxiety and allows these students to concentrate on their courses, knowing that they have all their forms filled out correctly and that they have friends who will help them in school. Giving this extra help before the mobs of younger students arrive will provide older women with the extra support they need.

At this time financial aid should be thoroughly discussed. Many mature, returning women students in community colleges rate the lack of money and their lack of knowledge about how to get a grant or loan as their primary concern. Dealing with financial problems at the beginning allows them to focus on their studies with greater concentration.

Suggested academic workshop subjects to provide women with the extra help they often need are mathematics, writing, and public speaking. They are not substitutes for traditional college courses but function in support of them. Criticism and suggestions offered by their peers, in a workshop, enable returning women to function with more confidence in the college classroom. Peer tutoring is also an effective support service (Buckey, Freeark, and O'Barr, 1976). Other helpful academic workshops include adult learning styles, time management, and study skills. Many women returning to school believe that adults are "dumber" than 18-year-olds. They also wonder why they have the urge to question statements made by professors and why the professors sometimes react so negatively to their questioning. A workshop on the adult as learner gives them background and perspective on their learning needs.

Personal

For personal counseling, workshops are invaluable; in responding to the needs for information and not "treatment," these workshops respect the adult woman's autonomy. At least three are essential in light of the particular needs of this population. Personal growth and identity workshops include values clarification and help women learn who they are and where they want to go; a workshop on decisionmaking is necessary to help them choose from the many alternatives available; and a workshop on assertiveness training is important to raise self-esteem and to help them gain control of their lives.

Vocational

Vocational counseling is best supplied in group workshops. As Rice and Goering (n.d.) reported, this format is productive, efficient, cost effective, and less threatening to returning adult women. A vocational exploration workshop should include a series of discussions by women in different professions--not just the helping professions that most women are interested in, but in all the fields where there are job opportunities and income growth potential. Since most women know little about the many professions open to them and have rarely met women in these fields, this exploration is an essential first step.

A workshop on career and life planning is particularly important to women who have never assessed their skills and who see only discontinuity in their lives. Resume writing and interviewing workshops can

help older reentry women get ready to apply for a job, many of them for the first time. Many will need to learn to develop a skill- or task-oriented resume.

Other Counseling

A comprehensive counseling program includes vocational testing and individual counseling to help women identify skills and credentials needed for a specific career.

One-to-one personal counseling for women in crisis situations should also be available. An up-to-date resource file of current community-based services is helpful for rapid referral to quality agencies and services.

There should be at least one counselor whose principal assignment is with the mature, reentry woman. This counselor should be trained in adult development, should know the main issues of the midlife crisis, and should be trained to help with the many difficult decisions these women face. The ideal counselor has been trained in career and life planning and is a middle-aged person (Schlossberg, 1977).

REENTRY COUNSELING CHECKLIST

The following checklist summarizes the essentials for helping middle-aged women enter an educational institution.

1. A women's center--a drop-in center where women can go, a social meeting place. It should offer weekly support groups, peer tutoring, referral to other agenices, career information, and group counseling.

2. An orientation program.

3. A series of workshops designed to give information on the needs expressed in the support group, such as these:

   - Academic counseling--Workshops in math, writing, and oral communication with peer tutoring
     Learning as adults
     Time management and study skills

   - Personal counseling--Personal growth and identity awareness
     Decisionmaking workshop
     Assertiveness training

- o Vocational counseling--Vocational exploration
  Career and life planning
  Resume writing and interviewing

4. Group counseling and vocational testing.

5. One-to-one personal counseling for women in a crisis situation.

As Eliason (1977), Director of AACJC's Center for Women's Opportunities, stated in Women in Community and Junior Colleges, "The counseling services for women in community colleges need to be improved." Eliason also noted that, even where personnel felt they were offering the counseling services, the students were not using them. This counseling program for mature, reentry women speaks to both these problems. In addition, the cost factor, so often used as an excuse these days for poor services, need not be a major consideration in this program. Only one full-time counselor is required for every 500 full-time enrollment students. In addition, space for a women's center, work-study programs, money for peer tutors, and a reduced teaching load for a few faculty members willing to run workshops could accomplish the entire program.

Above all, it is important to remember that the mature woman returning to college faces particular problems and challenges that differ from those troubling the traditional college-age student. She needs special assistance in strengthening her identity and self-concept, as well as in clarifying her values and goals in this time of transition (Karelius-Schumacher, 1977). It is the colleges' responsibility to give her this special assistance.

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COUNSELING THE DISPLACED HOMEMAKER

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BACKGROUND

The Carnegie Corporation of New York's Annual Report for 1976 indicated that one of every eight families in the United States is headed by a single woman, and that one in three female-headed families has an income below the poverty level. Many of these women--heads of families--can be categorized as displaced homemakers.

According to Florida statute, a displaced homemaker is an individual who

- Is 35 years of age or older,
- Has worked in the home providing unpaid household services for family members,
- Is not gainfully employed,
- Has had, or would have, difficulty in securing employment, and
- Has been dependent on the income of another family member, but is no longer supported by such income, or has been dependent on Federal assistance.

Such stark definitions certainly tell much about displaced homemakers' life situations. Following are three case histories from the Challenge Program at Florida Junior College, Jacksonville.

CASE HISTORIES

Laura, a 38-year-old woman, was widowed at age 26. She has spent the last two years at home raising her two children, now ages 16 and 18. Her source of income has been Social Security benefits for herself and her two children. At age 18, her son began to receive his own check and enrolled in school, but he remained at home. Laura knew that in two years her daughter would also begin to receive her own Social Security check and that she herself would be cut off from any further Government assistance. Laura once attended college for two years, but because she "married young," she has had no work experience. Several times in the past five years whe has suffered emotional breakdowns and was hospitalized once. Laura was confused and frightened about her future, because she felt she had few skills, was unemployable, and was emotionally too weak to handle a job.

In speaking with Laura, a counselor immediately recognized her need for more assertive communication skills. Laura's low self-esteem prevented her from adequately expressing her needs and current difficulties, and her history of emotional stress further complicated the counseling relationship.

Through individual counseling and group support, Laura was able to set realistic goals. She could not finance two more years of training immediately, but she did enter a nine-month certificate program in Medical Assisting at Florida Junior College at Jacksonville. After she completes this program, she plans to work as a medical assistant while she completes the last two years for her bachelor's degree at night. This short-term goal is enabling Laura to rebuild her self-confidence gradually, while relieving financial pressures. Laura also plans to continue her study of interpersonal communication skills through noncredit courses. Followup will be conducted by the Challenge Program counselor on a regular basis.

Sarah, a 35-year-old mother of three children, ages 14, 6, and 16 months, was divorced before her last child was born. Her source of income has been Aid to Families with Dependent Children (AFDC) payments and whatever amount of child support the State could obtain from her children's father. Sarah graduated from high school but has never worked outside the home. The jobs she might secure would pay only minimum wage, and after she paid the large sums necessary for adequate child care, her remaining income would be inadequate to support her family without child support payments. If she were to become employed, her AFDC payments would be discontinued and she would no longer have an agent to help her obtain child support. Therefore, by remaining on welfare she has held on to a better financial position, but she has barely been able to make ends meet. Sarah, a bright, pleasant young woman, desires to be productive and to support her family adequately. Sarah is frightened, alone, and confused.

In talking with Sarah, the counselor realized that Sarah's double-bind situation was causing her a great deal of frustration. In addition, Sarah's confusion about choosing a realistic career that would provide adequate income was preventing her from making any decision at all.

Following counseling, vocational testing, career exploration, and group support, Sarah decided to pursue an eleven-month welder training program at Florida Junior College at Jacksonville. Upon completion of this program, Sarah will seek employment as a third-class welder earning approximately $5.25 per hour. This nontraditional career choice will provide her with sufficient income to support her family independently and adequately.

Annie, a 55-year-old widow of six months, has five grown children. Annie was a high school dropout, and she is now supported by a small

Social Security pension. She realized that she must obtain employment with an adequate income in order to support herself and provide security for her future. Annie feared becoming financially dependent on her children, doubted that she had employable skills, and lacked confidence in her own ability.

Annie felt strongly that her most immediate need was to obtain employment. She knew her limited skills were apt to hold her to a minimum-wage income, but she saw a job as a necessary step to relieve financial pressures. The counselor referred Annie to Job Seekers Association, a job-finding program at Florida Junior College at Jacksonville. The counselor also referred Annie to the Developmental Education Laboratory of the college, where her academic readiness for entering high school completion classes could be evaluated. Annie will participate in developmental education classes, if necessary, and then will enroll in an evening high school program to earn her diploma. During this time she will continue counseling and vocational evaluation with her counselor, as she prepares to make long-range career decisions.

THE CHALLENGE PROGRAM

In the fall of 1977, Florida Junior College at Jacksonville was awarded a CETA Title I grant through the Northeast Florida Manpower Consortium. "Challenge: New Careers for Women" is a three-week training program for women who have never worked, have not worked for a long period of time, or are having difficulty in securing an adequate job. The primary target area of Challenge is the displaced homemaker, although it is open to any CETA-eligible woman. Beginning each month, Challenge classes are held for three weeks, five hours per day, each day of the week. The Challenge curriculum consists of self-assessment, assertiveness training, vocational testing, career exploration and decisionmaking, and job-seeking and -keeping skills. Financial aid counseling is offered to women returning to school to upgrade their skills.

After the graduation of the first Challenge class, 14 women enrolled in a General Education Diploma review class; one woman entered the welding program, and one woman entered the electronic repair program; six women began academic courses at the junior college; and two women were referred to the Job Seekers Association on campus. Fewer women dropped out of Challenge than had been anticipated; instead, the women made decisions and followed through on them.

SPECIAL NEEDS

The problems confronting a displaced homemaker are significant and require special counselor attention. The following areas have been identified by Challenge counselors as important in counseling the displaced homemaker:

1. The low self-esteem of the client is significant in the counseling relationship. It results from few contacts outside the home, the feeling of being "too old," inability to see applicability of homemaking skills to the job market, and frustration from unsuccessful job searches, agency dehumanization, and lack of family support.

2. The client's emotional pain and frustration must be dealt with before she can make realistic decisions. The client's personal integrity and human worth must be reinforced by the counselor and the group.

3. The necessity of group counseling and support became evident as the Challenge clients made remarkable progress in this environment. Retraining in communications skills, such as assertiveness, is essential.

4. Clients need to build success ladders based on reasonable, short-term goals.

5. The counselor must be well versed in all community and educational resources, including legal and financial matters relevant to the displaced homemaker. Frequently there are child care needs that must be met.

6. The counselor must research the local job market for women who are reentering traditional and nontraditional work settings. Reentry problems are often compounded by age and sex discrimination. Clients need to be equipped to recognize and deal with such situations.

7. The client needs to become aware of new opportunities in nontraditional careers as a means of avoiding minimum-wage jobs. Low paying and unskilled jobs are financially unrealistic for the long-range goals of the displaced homemaker.

8. It is important that individual counseling be made continually available throughout the reentry process. The individuality of the person and the uniqueness of needs require ongoing attention.

9. Support services within the educational setting, such as a child care center, a woman's center, an assessment and student development center, are important in building success experiences.

The challenge is to stay in touch with the needs of the displaced homemaker who seeks help and to facilitate her reentry into the job market.

OFF WELFARE AND INTO THE COMMUNITY COLLEGE

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A serious problem that our nation faces today is the education, training, or job placement of recipients of Aid to Families with Dependent Children (AFDC). This costly welfare system at present assists more than three million mothers in our country. These women are single parents, heads of households, and solely responsible for the care and support of their homes and children. Approximately 39.8 percent, or over one million, of these women are not employed, not in training, and not handicapped (Raspberry, 1977).

Contrary to popular belief, most of these women want to work, but the barriers to their employment are numerous. Few AFDC mothers possess the skills or academic background necessary to compete in the job market for salaries comparable to their welfare benefits. Unless they can secure well-paying jobs, it makes little sense for them to leave the welfare rolls. If they do decide to work in a minimum-wage or low-paying position, the costs of child care, transportation, and the amount of energy and commitment needed for job holding combine to discourage them. An AFDC mother who removes herself from the welfare roll frequently forfeits more than just the monthly stipend; she loses free medicaid services, child care assistance, housing aid, food stamps, and the psychological

The current welfare structure provides training for only a limited number of AFDC recipients, by way of short-term skills training for dead-end, poorly paid jobs (Texas Department of Human Resources, n.d.). The State of Texas has recently placed greater emphasis on providing skills, training, and education to help these welfare mothers develop the credentials and capabilities they need so that they will view leaving the welfare rolls as a welcome and positive alternative.

The most cost-effective means of offering this needed training and education to AFDC heads of households appears to be training at the community/junior colleges. Understanding the potential for inexpensive yet effective training possibilities in these colleges, and at the same time burdened with the need to assist AFDC recipients, the Texas Department of Human Resources has implemented the Texas AFDC Education and Employment Act by initiating a program called PACE. This program addresses the problems that welfare mothers face when they attempt to upgrade their credentials and skills for employment.

PACE provides the potential student with needed comprehensive counseling and social services through a team comprising a college counselor and a social worker. To ensure that the comprehensive goals of the program will be accomplished, the team attacks many problem areas. The social worker is primarily responsible for the initial assessment and alleviation of barriers such as transportation, child care, and housing.

The college counselor provides proper academic advice; apprises candidates of the college's curricular offerings; conducts campus orientation; engages in personal and career counseling; and gives out information on financial aid available for paying for tuition, books, and fees. The PACE team knows the community and its agencies, and advises candidates on the agencies' ability to help out financially and socially. The team coordinates the efforts of the college with those of the area social service agencies. The PACE team also keeps abreast of the local job outlook for women, and works closely with the placement office of the college.

Counseling demands patience, understanding, and careful planning and coordination. To be successful, the programs require that the counselor/social worker team remains flexible so as to best assist and retain the student clientele. The PACE team keeps in mind the multiple problems that the AFDC recipient has; often, she is--

- From a poor background;
- A single parent;
- A member of a minority group;
- Unskilled and untrained;
- Lacking realistic perspectives concerning women and work;
- Conditioned to expect failure;
- Lacking the basic skills needed to succeed in regular college programs without remedial work; and
- Lacking effective coping skills necessary for successful employment.

Given this client profile, the following reasons why community colleges should offer specialized counseling services for the AFDC recipient become even more compelling.

- Most college counseling staffs are primarily concerned with academic advisement geared to the traditional college student. The welfare mother, like any other reentry student, feels encouraged knowing there is a specialized counselor on campus.
- Few welfare recipients are aware of college requirements, benefits, and programs that could help overcome their weak skills and academic deficiencies. Assistance from a program such as PACE can bridge this information gap.

- College orientation is often nonexistent; the college admissions and diagnosis process is often intimidating and confusing. A specialized counselor can reduce the anxiety that prospective students feel.

- Faculty, agency workers, and potential employers often hold unjust stereotypes of welfare recipients. Because of these stereotypes, AFDC recipients are sometimes placed in inappropriate courses, programs, or jobs.

- Public social service agencies have seldom had a "link" to the educational institution; they have tended to shy away from the college as a training alternative. Agency sponsorship of AFDC recipients for payment of tuition, books, fees, etc., has traditionally been difficult to achieve, but the liaison college counselor who is knowledgeable of the agency's policies and procedures often can help remove this financial barrier.

- Agency personnel frequently lack sufficient information about the local community college's requirements for curriculums, costs, and admissions. Hence, the effect has been the prevention of appropriate referrals.

- Many agencies are commended only for their "head count" in placing welfare recipients in employment. Awaiting the completion of a one- or two-year college program delays this satisfaction or commendation. Such personnel need to be advised and informed by a counselor or social worker of the benefits of careful assessment, training, and placement evaluation for the AFDC client--regardless of the time element involved.

- Ongoing counseling and advisement by the counselor/social worker team may help the welfare mother increase her coping skills and develop improved interpersonal relationships. AFDC students must be reassured before they pursue employment.

- Job placement and followup services such as those offered by the PACE team are vital, to ensure successful completion of the training program and survival in the labor market.

Assisting the AFDC student in a multitude of areas and giving her the opportunity to develop skills to help her to become self-supporting are the prime goals of the PACE program. The work is trying, the coordination difficult--but the benefits are great.

As it grows, the PACE program is continually being evaluated so it can better meet the needs of the AFDC client-student. The coordination

and support of the local social service agencies, along with the enthusiastic efforts of the Dallas County Community College District system, have helped the program provide effective support services and training for many welfare mothers.

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CAREER DEVELOPMENT COUNSELING FOR MATURE WOMEN

Patricia E. Cook, M.S., is a counselor at Cerritos Community College. She coordinates the Career Planning Center and serves as trainer for the campus peer counseling staff. Ms. Cook has designed and taught Career Development for Returning Women for the college. She is chairperson for the Commission on Aging (California Personnel and Guidance Association), and is an editorial board member on The Vocational Guidance Quarterly.

"I hope to find out something that I would be well-suited for and want some direction in my life. After being away from work for 16 years, I need self-confidence that I can do it." (Mary, age 52.)

"I've had a relatively happy life and learned to adjust to most everything I can't change." (Elizabeth, age 48.)

"When I think of myself, I feel I'm getting rather dull." (Ofelia, age 30.)

"I desperately need confidence in myself that I can do something constructive as a person and not just dream of doing something." (Nancy, age 40.)

"I'm interested in all of life and have always been taking classes from time to time to keep the old brain sharp, plus it's one thing a lady can do, alone, that doesn't cost money or consume a lot of time away from her home and responsibilities; or something she cannot be criticized for doing." (Margaret, age 56.)

The above comments are taken from members of a "Career Development--for Returning Women" class at Cerritos Community College. The conflict between self-doubt and the desire for self-improvement is evident in these statements. The majority of the women in the class have encouraged other family members to complete their education. The reality that now is "their time" to start their own "futures" is both the promise and the problem that confronts most mature women students.[1]

BACKGROUND

A recent article by Reiner (1977) points up the shifts in attitudes and values in American society and describes their effect on the life plans of older women. Statistically, more than eight million children (or 12 percent of children in the United States) under the age of 18 are being raised by a single female parent. This author also discusses the problems of inadequate financial support. If families headed by women were to rely on child support or alimony payments, they would, on the average, exist on an income of 3 percent above the poverty level (Reiner, 1977).

The reality of widowhood or divorce has tremendous impact on the lifestyles of mature women. The dual responsibility for self and

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[1] For the purpose of this article, the "mature woman" is defined as being 35 years old or older.

children places unusual stress on these students and gives a sense of urgengy to their educational plans. According to the U.S. Bureau of the Census, in March 1976 there were more than three million widows between the ages of 35 and 64. There were also two and a half million divorced women, one-fourth of whom were divorced after 15 years of marriage. The term "displaced homemakers" is commonly used to categorize those women who followed the traditional path of marriage and family but have experienced dramatic changes in their life roles and now are seeking retraining or education.

The issue of work and careers concerns more than just a small segment of the female population. The U.S. Department of Labor (1976) disclosed that nine out of every ten women will work sometime in their lives; of those women, a majority will work 25 years or more. These statistics underline the reality that older women are returning to school for reasons other than self-enrichment or leisure time activities. To deal effectively with mature women, counselors must be willing (1) to identify with the experience of such "new" students; and (2) to confront their own stereotypes of sweet old ladies "who still look good, considering their age."

THE COUNSELING PROCESS

The needs of the mature women entering school after a long absence (or for the first time) are different from those of the traditional students. The task of responding to these needs requires not so much the retraining of counselors as it does additional, selective training. The staff must have accurate information about the concerns of these students. Appropriate staff development experiences can (and must) help student personnel workers understand the issues that concern older women and examine their own attitudes and biases when counseling.

Counselors of these students continually hear urgent statements about making changes, running out of time, and confusion concerning where to make a beginning. True, many counseling sessions with younger students also deal with these concerns, but the mature woman's lack of confidence or fear of being too late to begin school makes her situation, and hence the conferences, unique. For years the adult female has been a planner and an advisor for family and friends; for her, seeking guidance is often a new and unsettling experience. Counselors should emphasize the wealth of life experience and skills that these women currently possess and that their own "work," whether paid or contributed, has always been a part of their adult lives.

Individual Counseling

Effective techniques for counseling older women encompass both individual and group experiences. A student's enthusiasm about finally doing something for herself is sometimes dampened by the nagging doubt that at her age there's really not much left to do! The initial contact with the counselor is vital for the new student to express her concerns and clarify what one has to do . . . to begin. Thus, the initial interview typically focuses on the confusion of "getting started," and individual counseling is best.

Role Modeling

Because mature women feel that they are "different" because they are so much older than other students, or that school is still a place for "young" people, role modeling by women their own age is important. The impact of these positive role models, who serve as motivators and mentors, is invaluable to the counseling staff. For example, peer counselors or counselor aides function superbly as contacts for the mature student. These paraprofessionals act as "guides" while the women actively involve themselves in campus schedules. (When selecting paraprofessionals to work with mature women, it is advisable to hire women who are still involved as students on the campus.) Another positive result that the peer counseling relationship offers to the mature women is a sense of maintenance. They can model the skills necessary to sustain their commitment to go to school.

Another kind of role model is provided by women in "nontraditional" jobs. They can be effective in exposing older women to vocational opportunities, but seeing them work can overwhelm the beginner. Consequently, role modeling must be a carefully monitored technique.

Group Activities

Group orientation programs provide a comprehensive method of delivering the necessary college information to the new student. These orientations may be advertised as a "Brown Bag Lunch," and they give the women an opportunity to meet other new students and find out about the supportive services available on campus. Presentations by the Career Center, Women's Center, Child Care, and Job Placement staffs let the student know that she is not expected to accomplish her task alone.

Workshops and Seminars. Skills such as decisionmaking, goal setting, and time management are vital to successful academic planning. Counselors and other staff members can make an impact in this area by designing workshops or short siminars on these topics. The seminars are good, in that

short, informative sessions offer materials that have immediate application for the older women.

Classes. To assist women with entering school comfortably, nine-week classes concentrating on "readiness" skills for college work are well received. The classroom environment offers a common base for women to voice their concerns, meet other women with similar needs, and explore new interests. Exercises can be designed to take students beyond the classroom and into the community or to job sites. The women need to be involved in as many practical "hands-on" activities as possible. The women develop a greater appreciation of their abilities when they are engaged in lessons that require their active participation; for instance, in exercises such as value clarification activities, interviewing people in their job interest areas, researching in the Career Planning Center, or videotaping their role-playing sessions.

Although all these counseling techniques can acquaint the student with new options and alternatives, the final choice resides with the student. Choices for many of these women have traditionally been made for them. Lessing's (1973) novel, The Summer Before the Dark, eloquently describes the dilemma of a middle-aged housewife "freed" from children and home for the summer and her attempt to make a "choice" about her future plans:

> By the time it was all over with, she would certainly not have chosen it differently. Yet she could not have chosen it for herself in advance, for she did not have the experience to choose, or the imagination. No, she could not want what was going to happen, although she did stand under her tree, the tray in her hands, thinking: It does go on and on! That's what's wrong: There must be something I could be seeing now, something I could be understanding now, some course of action I could choose . . . . Choose? When do I ever choose? Have I ever chosen?

Lessing's words succinctly define a need for partnership between counselors and the mature student. The counselor will be in a learning position as intensely as the student is. There is a level of mutual exchange between the student and the counselor. As the women are counseled, they become the forerunners, if not pioneers, of human spirit. They come to us for guidance; the counselors look to them for new direction. The words themselves--to plan, or choose, or direct--are both the promise and the problem of counseling mature women.

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PART IV: Counseling Models

PEER GROUP COUNSELING: AN EFFECTIVE TOOL FOR BUILDING SELF-CONCEPT IN ADULT AND REENTRY WOMEN

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In recent years, Americans have seen dramatic changes in their lives--changes in male-female relationships, sex roles, and social attitudes and behavior. Emerging new social conventions are by no means acceptable to everyone, but their existence is undeniable, and their impact on American society is easily observed. Nevertheless, many important government and private-sector policies that intimately affect the family are still geared to earlier value systems and beliefs. Social policies have not yet caught up with changing social practice.

WOMEN AND THE LABOR FORCE

Women have always contributed to the nation's economy. In 1920, 20 percent of all women 16 years of age and over were in the work force. Women's labor-force participation has risen steadily since then. By the end of 1976, nearly 50 percent of all women were working or looking for work, making up approximately 41 percent of the labor force. This demonstrates a cumulative change in degree sufficient to constitute a dynamic change in kind (Pifer, 1976).

Women are being drawn into the labor force today, not as in World War II by a temporary crisis, but by powerful economic, demographic, societal, and far-reaching attitudinal changes. Women must work, they want to work, and their labor is needed. Recognition of these realities should help us to institute new policies that not only make appropriate accommodations but spur wide-ranging reforms in many areas of life.

This thrust of women into the labor market--from a societal background in which one out of seven households in the United States is headed by a woman and in which one-third of these female-headed households are below the poverty level (U.S. Department of Labor, 1977)--emphasizes the economic problem. The majority of women who enter the labor market out of economic need do so in low-level, dead-end positions, primarily because of lack of training in marketable skills. Consequently, there is an educational movement concurrent with the economic push of women into the labor market. The concurrent movement is sending women into education, primarily into the community-oriented two-year college (Pifer, 1976).

WOMEN IN COLLEGE

Karelius-Schumacher (1977) identifies a new kind of student appearing on college and university campuses across the nation. The student is female, older than the traditional college student (usually between 30 and 45 years of age), married, a mother, and a homemaker. A few years ago, a student fitting this description was considered only a dilettante, a bored housewife enrolled in one art appreciation class to take her away from the prison that her suburban dreamhouse had become. Now these female

students are taken seriously by the college administration, faculty, and other students. These women are searching for marketable skills or a meaningful lifestyle in one cycle of their lives. This particular group represents a significant population in the college community. Programs and activities geared to the typical 18-to-21-year-old coed fail to meet the needs of these "new" students, and college personnel and guidance counselors have responded by designing better support service programs for these students (Karelius-Schumacher, 1977).

Eliason (1977a) stated:

> There should be a greater awareness among administrators, trustees, and budget planners of the economic impact the new wave of women is having and will continue to have on the future of two-year colleges . . . . New models for counseling, placement, and financial aid for women students are needed. Colleges must give more effective support and assistance to women who seek training in non-traditional fields. Moreover, traditional areas of study need to be broadened to include a wider range of possibilities for economic independence.

Over the past few years the number of women attending community colleges has increased markedly. Of the nearly five million students currently attending community junior colleges across the country, about half are women. These students represent approximately one-third of all undergraduate students in higher education, and about half of entering freshmen (Eliason, 1977a).

Regardless of socioeconomic status, most returning ("reentry") women have certain key characteristics in common. The most common characteristic of the adult reentry woman is the pervasive lack of self-confidence in her own ability. This lack of self-confidence is brought about by a multitude of societal reasons, such as general depression, identity crises, and low self-concept (Self, 1969).

Brevard Community College in Florida, with internal staff and program development funds and external funding from the Comprehensive Employment and Training Act, 1973, Title I (CETA), developed a six-week vocational readiness course, Women's Educational Development Incentive (WENDI), which involves intensive peer group counseling. This is part of a reentry program for the specialized problems of the adult woman who seeks to enter college, to enter vocational training, or to receive career counseling for entry into the world of work. WENDI is one of two CETA-grant programs for women that operate from the Office of Continuing Education for Women, an institutional division of Brevard Community College. The second program, Work Opportunities for Women (WOW), was addressed to enrolling disadvantaged women (according to CETA economic guidelines) into nontraditional vocational/technical training at Brevard Community College, on-the-job training, and direct job placement. Because of interfacing of clients

between the two grant operations, WENDI and WOW, this discussion refers occasionally to WOW, even though the WOW grant period has ended, and WENDI now operates all functions of the previous WOW grant as well as the 1977-78 WENDI operation.

The community and the college faculty have a large stake in discovering and utilizing effective methods of increasing educational success for the nontraditional students who enter community colleges in significant numbers. Adult reentry women are doing just that. Roueche and Kirk (1974) stated that

> Community junior colleges are pioneering in the development of individualized instructional materials and strategies to better accommodate the entering student where he [she] is--not at some arbitrary straight point.

The educational process at all institutions of higher learning will be improved when successful motivation strategies are disseminated to the teachers and counselors who are in immediate contact with students--in particular, with those high-risk students with inherent, specialized needs and learning motivation deficiencies, such as the adult reentry woman.

SELF-CONCEPT

The basis for women's lower educational aspirations and lower self-esteem (or self-concept) is found in the attitudes of society. In order to establish an identity and find a role in society, a child relies on models of successful people with whom she can identify. For a girl, problems in developing a positive self-image and self-esteem stem from the idea that women are less important or less adequate than men. Although they seem to have "made it," many women who do enter careers do so with negative feelings about themselves, despite their obvious academic successes. The women who have visible succeeded in the field and are available as role models often represent only part of the full range of possibilities for lifestyles and values. Consequently, a girl may simply identify with the somewhat vague and "scatterbrained" conventional feminine style as her only alternative to being too "aggressive" or "castrating." This can seriously compromise her personal development (Nadelson, 1974).

Girls generally receive less encouragement than boys (from their parents and from society at large) to achieve at high levels. Women, in common with other groups of people who have not been a part of the dominant culture, have the problem of diminished self-concept. Just as members of ethnic minorities have been encouraged to set their aspirations "realistically" for jobs that would be "open" to them, so have women been encouraged to think about becoming elementary school teachers rather than college professors, typists instead of business managers,

and nurses rather than doctors. These constant reminders of one's secondary role in society take their toll, and the results are clearly evident in the research on the subject. Given the rapid changes in the sexual and occupational roles of women today, colleges cannot ignore social role changes in counseling and educating young women as well as reentry women. The self-concepts of these women must be raised so that learning motivations and aspirations will be enhanced (Cross, 1974).

In 1968, Matina Horner demonstrated that a woman's motive to achieve is complicated by ambivalence, since to be tops in academic performance--to beat others out in competition--might result in a loss of love, a loss of popularity, a threat to her sense of femininity. Horner showed that women college students who had proved proficiency in certain tasks showed a decrement in performance under competitive conditions--particularly in competition with men. Furthermore, the more competent the woman, the more conflict she felt about achievement. By her research, Horner demonstrated what has become known as a fear of success in women (Hoffman, 1974).

A Woman's "Place"

Improvements in life expectency, fertility control, general health, and occupational risks have been far-reaching. However, with these positive changes many supports that women counted on in the past (e.g., extended family settings, stability of geographic location) have vanished. Today's woman finds that her options are still limited. She is encouraged to keep her family small, to develop herself, and to avoid overdependency on her children. But she is also reminded that she must devote herself to her children because the mother is the important influence in their lives. She finds herself in a classic double bind: with a long lifespan, laborsaving devices, and intelligence, she is discouraged from pursuing areas of productivity outside her home.

To further complicate the picture, the kinds of administrative and organizational skills that require more active assertive traits are also part of woman's "traditional role" (Nadelson, 1974). A woman is expected to function assertively as a mother, using those very aspects of her personality that she has been discouraged from developing--decisiveness, resourcefulness, and flexibility. There are very real contradictions between the passivity and compliance expected of women in relation to men and the authority and activity expected of women in the role of mother and caretaker of children. Consequently, when a woman has grown up in a world of traditional mores, media, and literature that depict her as second-class, she will incorporate that valuation into her own self-image and bear the additional psychological burden of having to prove herself first-class or of being defeated because she believes that she is, indeed, second class (Nadelson, 1974).

A group therapy study of women students by Killeen and Jacobs (1976) indicated that the problems reported to the counselors by the women students were related directly to feelings of low self-esteem.

> The group members regard themselves as unworthy of attention and love, and they interpret the indifference of other people to their needs as proof of this unworthiness. They also feel inhibitions about communicating wants or desires, and as a result, their behaviors are often nonassertive. They perceive themselves as having little control over their lives and hesitate to express themselves or take action on their feelings. This ineffective communication pattern leads them to believe they have a unique difficulty in interpersonal relationships, a feeling that serves to lower their self-esteem even further.

Motivation to seek self-esteem, purpose, status, and fulfillment may produce stress and anxiety because the female career-oriented student cannot separate personal achievement and accomplishments from sex experiences as a source of self-esteem (Anderson, 1975). Self (1969) pinpointed this low self-esteem from his extensive studies:

> The most common characteristic of this group of middle-class American housewife-mothers is the pervasive lack of confidence in their own ability . . . generated from the sparse utilization of talents in a competitive and rewarding environment that the home, due to over-exposure and boredom, no longer provides.

SELF-MOTIVATION AND POSITIVE REINFORCEMENT

The principles of learning theory recognize a distinction between learning and performance. How an organism performs is all that can be measured or studied; however, many kinds of behavior, even learned behavior, depend on motivation. Motivation is important because of its role in reinforcement and because it controls the variability of behavior (Morgan and King, 1966).

It is a truism that goal-directed behavior is most persistent and enthusiastic when the learner's own instigators are operative. If a goal is clearly perceived, and if the means for reaching it are within the competence of the learner, an amazing output of energy may direct the purposeful behavior. Experiences that build up self-confidence are essential. Of utmost importance is the requirement that the learner have a sense of urgency of work toward the achievement of her goal (C. E. Skinner, 1958).

B. F. Skinner (1968) decided that it was possible to ignore or sidestep the theoretical aspects and simply maintain that a reinforcement is simply any event which, following a response, makes the response more

likely. Skinner supplemented hypothetical mechanisms of reinforcement with a description of what reinforcements actually do to behavior. Reinforcements increase the frequency of responses which produce them, and any event that increases this frequency is, by definition, a reinforcement. Whatever this type of learning is called, its important feature is that a response by the learner is instrumental in producing a reinforcing stimulus. The response which produces the reinforcement becomes stronger, that is, more likely or probable, whereas that response which is not reinforced becomes weaker.

According to this view, if one is training a dog to stand up, one simply watches to see whether the incidence of standing increases when it is always followed by a certain event, such as giving the dog a piece of food. If the response increases in frequency following the presentation of a certain stimulus, the stimulus is called a reinforcer (Morgan and King, 1966).

GROUP COUNSELING

To understand how positive reinforcement can enhance self-concept and self-motivation through behavior modification, an examination of peer group counseling is helpful. This approach is relatively new for many counselors and it requires a sound understanding of counseling and group dynamics. Its objective is basically the same as the objective in individual counseling, but the method calls for a wealth of new and broader understandings. It is not simply "individual counseling in a group," but requires a climate characterized by warmth and acceptance, which allows each individual to examine herself and her choice of action.

The essential difference between group counseling and individual counseling is that several persons interact during the therapeutic process. The group process provides a qualitative difference in experience with unique positive therapeutic potentialities. To be accepted and understood by the counselor is a satisfying experience; to be accepted and understood by a number of individuals who are also giving of themselves is profound (Gawrys and Brown, 1971).

In group counseling, the primary objective is the establishment of intra-member-counselor relationships to help members function better outside the group. Values of group counseling are as follows:

1. The group situation provides the individual the opportunity to redefine her perceptions of self in relation to others.

2. The group provides the opportunity for the individual to realize the worth of human relations while assisting her in appraising her values.

3. It can provide a certain element of security, especially to one who might experience anxiety in a one-to-one relationship.

4. The group experience can help an individual to realize that her concerns are not idiosyncratic and thus may reduce her guilt feelings. This is often referred to as universalization in the group situation.

The enhancement of self-concept results positively from the peer group experience; being accepted by a counselor encourages growth on the part of the individual, but being accepted by the members of the group enhances her growth potential. A group of peers has more sources of data, a wider range of reactions, and more possibilities for identification than the counselor/facilitator alone can provide. Since behavioral change must be carried out by the individual in the outside world, learning through the influence of her peers gives her an opportunity to try out new kinds of behavior with people who are representative of those in the outside world.

The heart of peer group counseling is the effort, through group interaction, to help each individual gain different perspectives on the many experiences she has in coping with a world of change and to find through these new perspectives a personal meaning and set of values which will guide her decisionmaking and her problem solving outside the group.

The WENDI Program--Group Counseling

The six-week WENDI course is constructed around peer group counseling and sharing in order to build or rebuild self-confidence/self-concept, to develop self-awareness and identity, to direct participants toward new skills and goals, and to map for each participant a course of action for the future.

The primary strategies used for the intensive six-week, 90-hour peer group counseling course at Brevard Community College are Skinner's positive reinforcement learning strategies, applied to the WENDI curriculum in the following specific ways.

1. The entire classroom environment of peer group counselors attempts to emphasize only the positive. Participants are discouraged from using negative "put-downs" against themselves or against any other member of the group.

2. The classroom environment attempts to be nonjudgmental, in that no moral evaluations will be rendered or heard.

3. Positive reinforcement is consistently utilized for these learning strategies:

   a. Lifelines;
   b. Role stripping;
   c. Value ranking;
   d. Stem completions;
   e. Evaluations of success;
   f. Strength assessment;
   g. Strong-Campbell Vocational Interest Inventory;
   h. Oral communication;
   i. Career information, including occupation counseling and resume writing; and
   j. Simulated job interviews (emphasis on positive role playing).

Eliason (1977b) concluded her specific report on counseling in the WENDI program at Brevard Community College by stating:

> The programs described at North Shore and Brevard Community Colleges are not unique. But, both have proven to be innovative and responsive to the needs of the community and could serve as models for other schools wishing to initiate similar programs.

Eliason also indicated five primary components that are necessary in a working model for career counseling. These five primary components are:

1. Guidelines for developing positive self-image, self-awareness, and self-confidence.

2. Tools for defining and identifying skills and credentials; then correlating them to marketplace needs. (This area would include a thorough briefing in population and economic trends, marketplace supply and demand forecasts, and a realistic appraisal of prospects/rewards/disadvantages of various occupations.)

3. Tests of aptitudes, interests, learning styles, and physical skills.

4. Evaluation of time/skills/resources required for achieving chosen career goals; successful short- and long-term career planning strategies.

5. Identification of needs that must be met to achieve career goals, such as financial aid, child care, or tutoring. Lists of resources and agencies should be provided.

Note that Eliason placed as number one the guidelines for developing positive self-image, self-awareness, and self-confidence.

Michigan's "Search for Fulfillment"

Manis and Mochizuki (1972) reported a study of the target needs of adult women at Western Michigan University. In 1970, the Western Michigan Counseling Center, in cooperation with the Division of Continuing Education, initiated a workshop program called "Search for Fulfillment." The program had two major phases: the first aimed to remove the psychological blocks that keep women from making choices they must make if they are to change their lifestyles; and the second was designed to give them the opportunity to assess reality, their own skills and abilities, and the opportunities available to them in their community. This study at Western Michigan University mirrored profiles of the women at Brevard Community College. According to Manis and Mochizuki,

> A sense of isolation is common among married women because many of them have had to terminate schooling, employment, friendships, contacts with men, political participation, and other nonkin involvements.

Therefore, building self-confidence and a sense of self-worth was a vital part of Western Michigan University's program. Indeed, in any type of developmental education program, the building of self-confidence, self-concept, and a sense of worth appears to be a major ingredient of success.

Counseling for Special Needs

Roueche and Mink (1976) indicate that in counseling nontraditional women students, these women express more anxiety, and their anxiety increases with entry into their academic programs. If middle-class women have trouble breaking into the educational and occupational systems, then what, comparatively, are the problems for a woman coming from a poor and/or minority family? In such family groups, there is often greater emphasis on getting married, being a wife and mother, and holding to a traditional sex role as opposed to becoming a pioneer and entering the higher educational field for the first time. One strong deduction to be drawn here is that the community college educator should focus on the needs of women as a separate minority group. Particularly, the educator should help the women to change (or modify) expectations stemming from sex-role stereotypes, and should aid them in focusing on what they want for themselves. Awareness sessions, special group counseling sessions, and similar activities providing good role models of professional women would be appropriate (Roueche and Mink, 1976).

Roueche and Mink also suggest that it is a very legitimate objective of educational programs to help people gain a greater sense of control over their lives. Enhancement of self-concept in an individual increases the internality or sense of control of that personality. This control will facilitate work adjustment and give greater flexibility in problem solving, thinking, and personal adjustment; people then will be better equipped for present-day life, when adjustment and readjustment to new jobs and new situations are so necessary (Roueche and Mink, 1976).

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A JOURNEY: GROUP PROCESS FOR WOMEN

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As a group process specialist for the Women's Development Center at the Waukesha County Technical Institute in Pewaukee, Wisconsin, I have been privileged to share and affect the journeys of many women. To begin, I would like to share with you some of my feelings as I continue my journey.

My journey of self-discovery was and still is sad, scary, challenging, and lonely; yet it is also exciting, satisfying, and very self-fulfilling. It is a journey of a lifetime and one that will never be completed. It's like having a road map and a car, and taking off without a clear destination, but nonetheless knowing that it's my journey, I chose it, and I can decide to change course along the way. There have been many pitfalls, side roads, and difficult weather conditions, but after the storm I find that the sun usually appears. One of my most important discoveries on this journey is the realization that my biggest strides forward come after significant conflict. Both fear and excitement are involved in conflict; conflict often leads to growth. To grow and to stretch is to be alive . . . . I am excited about being alive.

I have had many helpers, people who have guided me when I have been lost, people who have encouraged me and presented me with opportunities. I could not have come this far alone.

I find that working with women is an exciting and rewarding experience for me. My counseling often involves sharing my own feelings and thoughts about being a woman today. Sharing my own journey has helped some women with their journeys, their highs and lows, dreams and fears, conflicts and successes.

My personal approach to counseling women is eclectic. My training and background include Transactional Analysis, Assertiveness Training, and Rational Behavior Training. I also draw from my personal skills and use what I find to be effective.

In helping women, I have developed a systematic approach based on my own experience and observations from the women with whom I work. I have seen that certain threads make up the cloth and eventually the garment--the shaping of the material of their lives. In order to examine the garment, and perhaps reshape it, the threads and cloth need to be truly seen and perhaps rewoven. Some of the common threads that I have observed are:

1. Low Self-Esteem:

   This includes social scripting, family scripting, and current personal beliefs.

2. Lack of Self-Affirmation:

   This pattern of avoidance of self-stroking involves depending on others to affirm, versus affirming themselves, and

being fearful that if they don't do as others want or live out the expectations of others, they will lose approval and the "strokes" they need in order to feel fulfilled.

3. Negative Perception of Power:

This negative concept about having personal power leads to an avoidance of any power and often of leadership. This can leave the person in a "one-down position," or at best, playing the "power behind the throne" role. Once again a lack of recognition or stroking is the likely outcome.

4. Concentration on Right Brain Functioning (Feeling): Suppression or Avoidance of Left Brain Functioning (Thinking):

The basic message here is "feel and don't think." The logical decisionmaking function is often discounted. The feelings are over-emphasized, leading to excessive emotional responses. This often leads to a concentration on nurturing skills, but also may leave the person feeling too needy and dependent.

5. Converting Anger into Depression:

The belief here is "I have no right to be angry and express my angry feelings" (a masculine emotion). Feeling sorry for oneself and/or playing helpless and getting depressed is acceptable. This leads to women putting themselves down, not actively shaping their own lives, too much asking of permission, and the giving away of personal power.

6. The "Mothering" Image:

Often a woman's basic belief is "in order to be a good mother I must sacrifice my own needs and rights and cater wholly to my family's." She thinks she must do almost everything for her children, and that she can fulfill herself only at their expense. This can lead to a "double bind," a feeling that "it's me or them." As a result, other options and compromises are seldom explored.

Certainly other threads make up the cloth. But I find that these threads weave throughout the garment and shape the lives of many women.

In our group counseling sessions I work at introducing and dealing with these basic issues by:

1. Creating awareness that they exist;

2. Discussing and challenging the myths;

3. Offering alternatives through learning and practicing new skills;

4. Developing new beliefs;

5. Acknowledging the emotional discomfort that comes from changing behaviors;

6. Teaching clients how to understand their emotions better; and

7. Encouraging them to share, help, and support each other through the group process.

RATIONAL BEHAVIOR TRAINING

Rational Behavior Training is the psychological tool that forms the basis for all my group work. The main concept of Rational Behavior Training as suggested by psychologist Albert Ellis is that our feelings are created by our thinking processes. These are called evaluating thoughts or self-talk. If people want to feel differently, then they need to think differently. In understanding how one's emotions are produced and sustained, they learn that it is not external situations that trigger their emotional responses, but what they tell themselves about those situations, e.g., "I am not upset by anything outside of myself; rather I experience events, live through situations, hear words spoken to me, and upset myself about these things."

If people are experiencing undesirable emotions, it does not mean they have chosen to feel badly, but rather that they have developed inappropriate habits of thinking about themselves and their world. Rationally based emotions, both positive and negative, are survival-oriented; irrationally based emotions are destructive of self and others.

A second important concept of Rational Behavior Training is that we are all "fallible human beings." This means that making mistakes is a condition of living. Clients learn that effective failing--i.e., learning from mistakes and working at not repeating them--is a prerequisite of success.

ASSERTIVENESS TRAINING

Another important tool has been assertiveness training. I believe that low self-esteem and the avoidance of positive stroking go together.

In assertiveness training groups, I help women learn how to give themselves permission to affirm themselves. For example, in the first session I ask that they introduce themselves, pay themselves a personal compliment, and share with the group what motivated them to join the group. This is often a painful experience. Frequently they put themselves down, struggling to find something positive to share. A commonly stated goal for joining the group is "to increase my self-confidence." Body language is often nonassertive, e.g., lack of eye contact, low monotone voices.

We talk about why this experience is so uncomfortable. We share ideas about how we can develop skills of self-affirmation. A group meets for eight weeks, and by the end the women usually feel much better about themselves. Body language, articulation, and feelings improve measurably. For the last session, I ask them to write down ten positive self-statements and share them with the group. By this time, most of the women can do this sincerely, although they may still feel some discomfort.

DEALING WITH PERSONAL POWER

In dealing with the power issue, I have found values clarification exercises to be very helpful. I have students do an exercise to determine their personal values. This exercise is based on forced choices involving approximately 20 values, e.g., love, wisdom, emotional well-being, health, religious faith, loyalty, power, achievement, recognition. I find that I can quite accurately predict their responses. Love and emotional well-being are rated at the top. Values involving power are rated at the bottom. Most women's ideas concerning power apparently evolve from the belief that power means "controlling others." We discuss power and the kinds of power that exist in the world, e.g., group power, personal power, material power, and the power of prestige. New awarenesses develop, and the consensus in the group often is that power can be very positive, especially power over oneself. I frequently find some group members revising their value priorities with these new awarenesses.

ANGER AND DEPRESSION

The emotions of depression and anger have much in common, depression being internalized anger at oneself and anger being externalized, directed at others or the environment. Women often avoid anger and experience depression.

Depression involves evaluating a situation as hopeless, believing that nothing can be done to change it. Depressed persons mistakenly conclude, therefore, that they are helpless, generating anger toward themselves. Depression, in my opinion, has no positive effect and rarely leads to problem solving.

Anger can be a positive emotion if it leads to an awareness and a solution to the problem. However, it is important to be aware that anger is often a learned response to frustration. One can solve problems without getting angry.

In handling situations in which one gets angry, a number of steps can be taken. Awareness is the first step. The second is to acknowledge the presence of anger and learn how to avoid turning it into depression. The third step involves learning to express anger assertively through "I" messages, e.g., "I am angry," versus "you made me angry." In the fourth step, one must look for solutions to the conflict that one is angry about, i.e., problem solving.

In problem solving, there are four possible options: (1) changing the problem; (2) avoiding the problem; (3) tolerating the problem; and (4) suffering. Some options are appropriate for some situations, some are not.

Change means initiating action to solve the problem. Avoid means getting rid of the problem. Tolerate means acceptance, perhaps temporarily, but in accepting, learning not to upset oneself about the negative aspects of the particular problem. Suffering is a choice, one taken when tolerating would be the healthier option. Too much of the time we are opting to suffer.

PARENTING

Finally, we examine our roles as mothers, what it means to be a good parent. I have my groups write down what they think constitutes being a good parent. We then share and discuss together our values related to parenting. This helps develop the awareness that parenting means different things to different people.

One healthy aspect of parenting, I believe, is teaching children to think for themselves, to learn to make decisions, to be responsible to others and for themselves. This means allowing them to make mistakes and encouraging them to learn from their mistakes versus putting themselves down, or being put down. If we overnurture children, overprotect them, and overdecide for them, we may not be offering them enough freedom to grow and learn. In our groups, we discuss power struggles and the need for children to go through a period of rebellion, whereby they stand up for themselves and attempt to develop their own values, beliefs, and attitudes. With help, children can learn the skills of assertion without getting into serious trouble or behaving irresponsibly or aggressively. We talk about rights and raise the question as to whether children's rights are respected. If they are not, then the teenage years can be a perpetual power struggle. Respect needs to be mutual between parent and child if rewarding relationships are to be established.

Most parents do the best they can, which includes making mistakes and acknowledging their mistakes both to themselves and to their children. Parents only affect the outcome of their children's lives--they are not responsible for the outcome, and that is as it should be if we are realistic about our role. A balance and understanding between being responsible for ourselves and to others is an important step in forming long-lasting healthy relationships.

In summary, I believe that through awareness and development of personal skills, our journeys, though they may include pain and conflict, can be made easier and more self-fulfilling through the group process. The threads can be reworked and rewoven for more rewarding and satisfying lives.

I believe that women working together are reshaping their destiny quite effectively. Our strong threads of love, empathy, and understanding are positive contributions. Power can also be woven in, along with our other strengths, and can lead us to a destination of our choice.

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A DIARY: WOMEN'S WORKSHOP EXPERIENCES

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INTRODUCTION

I have led many women's workshops and have come away from all of them with a variety of feelings and reactions. In this article, I attempt to recount some of the feelings I observed and experienced during a week-long workshop. This workshop, as do many workshops, included a lifeline experience, which is a linear look at the events in one's life; values clarification; an examination of interests and abilities; a focus on decisionmaking skills; and goal setting. Rather than discuss each of these activities in detail, I have decided to look very subjectively at the feelings these activities prompted. The following, then, is a "diary" written by a leader and learner who is very impressed with women who are trying to find themselves.

DAY 1--MONDAY

I wonder if I'll ever do enough workshops so that I won't be surprised when these "normal" women reveal real "soap opera" pasts? In fact one woman even shook her head during the lifeline and said, "My life sounds like a bad soap opera!"

I start the day with first-day jitters. A whole new group of faces: strange faces, nervous faces, but for the most part expectant too. There's an air of "I'm scared, I don't know what's going to happen, and if you look at me crossways, I may turn and run back to my house. At least I'm safe there."

I want to be open and caring and reassuring. We tell them we're nervous too, and we are; so many woman all looking for help, all looking for some direction. We can't give it to them, but we can help them to help themselves.

It's a day of looking backward, not always a pleasant experience for some. There are many "Why do we have to do this?" questions. Our answer: It helps to look at where you've been, if you want to understand yourself and your future direction.

We do lifelines, brief writeups of life experiences: nervous breakdowns, unwanted babies, husbands moving, jobs that come and go, in-law troubles, marital problems, affairs, and "Oh, yeah, I had a breakdown too. I forgot to mention it." Pleasant-faced, "normal" women and their normal lives: how varied, and how much alike, they've been. Having babies is an up: "I loved the baby, don't get me wrong, but I was lonely--," or "My husband said I could get out as long as it wasn't out of the yard," or "I was really happy until I moved here (or there) and I didn't know anybody." So often the isolation of motherhood emerges, the isolation

and paradoxical contrast of lack of privacy. Susan[1] says she used to look at herself in the mirror, after four babies in a row, and say to her reflection: "I wonder what happened to you."

The strange faces are now starting to have names. One thing I do notice, and it's scary: Only a few (just Carole and Sunny?) are here with their mate's blessing. I hope they retain it.

I feel overwhelmed--nine women in the lifeline group! So many, many needs! I want to know more, but there's a time limit. I tell them I regret that the time limit is making us move on. I think they feel rushed, too. Some want to race, to escape, to get it over with: "Oh, nothing ever happened to me." Others want to linger, examine, share, and evaluate the ups and downs; and I want to do it with them. I feel a thirst to know them, to help them know themselves, so they can think about going on. I forget about me: my lifeline doesn't get done because there isn't time. That's OK. I didn't push this morning. Now I wonder--should I have? We said, "Don't reveal more than you're comfortable with." I don't know. I ache. They ache. All the lifelines end on many variations of the same theme: "So here I am--up or down--now what? Help!" A week seems so short at this point.

DAY 2--TUESDAY

Things are a little calmer today. Women come in with mixed reactions to their receptions on going home last night. Several had met opposition from their husbands: "He just went to bed and went to sleep!" He saw her lifeline and thought their marriage "up" was not as high as a previous marriage "up" was. He was hurt and she was puzzled.

And there's Carole, who went home and told her husband how lucky she felt she was because he wanted her to get out of the house if it made her happy.

Everyone seems eager to begin. There's an air of "What's going to happen next, now that we've waded through our pasts?" Several have begun thinking of school as a possibility: "But how can I not feel guilty going to school on my husband's money when I have trouble buying a pair of shoes for myself?" That ever-present guilt seems to go along with being a woman. We talk about being selfish: it's OK sometimes and downright vital other times. And we talk about how guilt can be lifted only by oneself. I couldn't give them the sure-fire way to do it, only that I know it must be done and I'm working on it.

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[1]The names are fictitious, but the people are real.

Stories begin to shift from yesterday as we look at values and re-examine the lifelines in relation to what the women decide are their present values. Anna's "perfect" husband sounds more human today, not nearly so perfect. Sarah says she will have to redo her lifeline and be more honest this time.

Support is a new word to some. "You know, I hear all of you talking about it, but I'm not sure I've ever had it in my life." And I see the word approval on many value lists. I'm glad, because I shared how hard it was for me the first time to admit I needed approval and actually wrote it down. I want them to know not all values are "nice" or what one would necessarily choose, but it's OK to have them.

They help each other. Lorraine says that if she went through a nervous breakdown, a child's death, and her husband running off with another woman, and she can't help someone endure and grow, then she hasn't profited by her experiences: "I know I can take anything now, and so can anyone else." And she helps.

Some withdraw and are bitter. Life and the men in their lives have caused so much pain they are having trouble seeing over it. Cindy's husband brought his girlfriend over to help him pack, and she's having trouble reaching out at all right now. She's so young; I want to help her make contact with the world again. She said yesterday in the warmup, "I look like I'm doing OK--adapting--but what I really want to do is hide in a corner and never come out."

All in all, it's a positive day. There's pain because some of the insights are not pleasant to face, but I feel better today and am ready for the "next step" in the process.

DAY 3--WEDNESDAY

Our beginning session of "How did the day go yesterday for you?" is a good one. We talk for an hour, with lots of group participation. Martha shares her progress: Monday was reliving the horror and pain of the last two months since her husband escorted her to a plane and told her to go home to her parents. But on Margie's promise that Tuesday would be better, she came back. Today she is at a point of--"It's a little better, but what do I do?"

We again point out that the workshop offers the support of others, but that one must reach out to get that support. And we model and offer them the tools to help evaluate, then reach out and take charge of their lives. To many, the idea of making their own choices of how to live is a new idea; and from what I can see and remember, it's both exciting and scary. If I decide what to do, whom can I blame if I make the wrong decision?

Another new idea to some--it's OK to make the wrong decision! Lorraine shares her view that even a wrong step is better than no step. Every workshop should have a Lorraine.

On to interests. To my left, Sunny is amazed; her husband shares only one of her interests. Others list their interests but find when they come to the column which asks, how many of these things have you done in the last year, it's blank! Somewhere, what they like to do has been lost.

Abilities. Sunny volunteers to have her job as a waitress examined. She finds she's flexible, efficient, and friendly. Sarah adds, "I have more respect for waitresses now that I know it takes all those qualities to be a good one!"

Lots of things to think about. There isn't time to look at everyone's jobs, so they help each other. Another recurring theme of the workshop: reaching out, sharing, and helping are part of the experience.

DAY 4--THURSDAY

OK; we've had them look backwards, tied the highs and lows in with values, and looked at what the interests were and what jobs they had held that might have transferable skills. Now what about all this information? Today is the "How-to-decide-what-we-do-with-it" day.

First comes the five-years-from-now fantasy. "I don't even know how to imagine me--what's wrong?" or, "I like the way my fantasy felt; how do I get there?" Funny thing you should ask, because next comes facilitators and blockers. I'm pleased with my simile to explain the "counselorese" word facilitator: it's like the soap you put on the bottom of the drawer to help it slide better.

Ruth talks about consistently flunking a shorthand test and being afraid to try again. She then moves to another fear: "Last time I tried to get out, the repercussions at home almost ruined my life. I don't want it to happen again. I'm afraid."

Over and over, the theme of "I'm scared" surfaces. "My husband really wants me to do something, but I'm scared," and "My husband doesn't want me to do anything, and so I'm scared." Margie and I both say we were really scared, too, but we made it; you can too! I don't discount their fear, it's real. I just know, from my experiences as well as others, that with support and understanding we can go on in spite of the fear.

Marge comes and reinforces my belief. "I know my body reacts the same way to excitement or fear." "Of course," says Margie, "I was just excited to death when I started back to school!"

Decisions by default, second-guessed decisions, how to know which road to follow in Frost's yellow wood. Some could spend a lifetime hesitating at the crossroads, or some of us will plunge the wrong way, but that's OK too. Why is it so hard for us to move? Not just them, but me too?

Marge talks about drifting until she was 30 years old: falling into situations, letting others make her decisions for her. I wonder if it's the lack of practice? Did my mother ever tell me I could take charge of my life? Did she ever say, as I have begun to do with my children, you can choose the words that come out of your mouth? Again, it's scary, because with choice comes responsibility for decision. If I don't make the decision, then I can't be blamed if it comes out wrong.

We talk again about failing. Or is it failing? Margie talks about her recent "failure" with her own prejudice and I relate a very current (like today) struggle I lost with jealousy. The group feeling I get is empathy because they've been there. But our acceptance of our "failing" as just a setback, not a permanent condition, may be a new way of looking at mistakes. I hope so, because it makes it easier for me to live with my "failures."

I feel that tomorrow will be the biggest test of the week. We don't offer lifetime solutions, only the process to evaluate today. Tomorrow will be the day for "What's your next step?" I really want them to have a next step. I want it for me, so I'll know the workshop did what it set out to do, and for them because they came here ready, primed, and--I <u>like</u> them. I want them to move on!

DAY 5--FRIDAY

I'm sad that it's finished. I came out of the room feeling good but wishing that some way it could go on. Anna said the same thing in our opening sharing time, and the entire group seemed to murmur its agreement. She talked of her almost overwhelming surprise and pleasure at the group support: "I used to think I could only talk to men."

Margie helped them set a time and place for their first group counseling meeting. I hope it helps with the empty, letdown feeling that happens when a good thing has to end. They want us to come--and I will.

I wish there were a gauge or meter to measure the difference in the atmosphere of the room today, compared to Monday. The energy level feels like they may take off in all directions. And they will; only I feel like it will be a controlled and mostly well-thought-out takeoff.

So where next? Anna begins by telling about her self-journey this week. She started the week feeling down and very confused. Today she

says, "I've found that I like me!" She just bubbles out her news of plans to start school with her husband's approval. And he's the one who went to bed in a huff Monday night. She's starting school next Monday, and the sky's the limit!

Not everyone is as excited, but they all have somewhere to go next. For many, the next step will be a class or two at Lane Community College in career planning, human relations, or assertiveness. It's positive movement and they're on their way!

I have a list of the names of the women in front of me: Lorraine, Anna, Sarah, Cindy, Martha, Susan, Sunny, Carole, Ruth. All faces now, all stories, all people, all heading in different ways toward finding themselves. I wish them well.

AWARENESS GROUPS: HOW-TO'S

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GOALS

The main purpose of women's awareness groups is to teach self-esteem and encourage women to take charge of their own lives. Self-awareness enables a woman to examine her options and decide the best alternatives for herself.

Leaders of these awareness groups need to understand group processes, the women's movement, and women's personal issues. "Women's personal issues" refers to behavior resulting from the socialization messages in society. The "message" for women in American society has been that she is passive and dependent. All women have reacted to this stereotype. Their responses can be conscious or unconscious, overreaction or under-reaction. Such reactions have influenced women's behavior. If the feeling of life is that one should be passive and dependent, then choices and potential for creativity are limited. "Closed in," "trapped," "used," "left out" are words that women often use. (These personal issues are different from social issues such as employment, sex bias in education, day care, etc.)

A suitable size for a women's awareness group is eight to twelve members, which is large enough for discussion but small enough for intimacy. The group should meet at least once a week for two to three hours and for a period of four to eight weeks. It is helpful for each woman to meet with a counselor from the agency before the first meeting of the group. At this interview it can be determined whether or not the group is a suitable placement for each.

When the major emphasis of the group is a fuller experience of oneself, groups run into common problem areas.

GETTING GOING

Introductions and Icebreakers

It is important to get everyone involved quickly and equally, establish common bonds, and recognize differences. A group becomes cohesive through the process of getting acquainted. Women often feel isolated and alone, and the sharing experience is the beginning of acceptance, understanding, and trust.

Expectations

As the commonalities and differences of the group emerge, the leader must help design topics and exercises for examining the unique values, strengths, achievements, and interpersonal communications of its members. These exercises and discussions will help each woman look at her individual responsibilities, and discussions will help expand her awareness, thus enriching her personal life.

An important requirement is that members be serious about desires for life changes and that they support that commitment by regular attendance at the group meetings. Each meeting is a step in growth, and it should be understood from the outset that attendance will be regular. This is a particularly difficult issue in women's centers where no fee is charged. Irregular attendance affects leader planning as well as group cohesiveness.

Leaders

The leader must be honest about her own struggles with personal issues but careful about projection. Her role is to present an assertive, self-aware role model and to help women assess their stages in life.

Leaders must place responsibility on members for the group's growth, possibly by using exercises that encourage group participation. A leader wants to facilitate self-growth or "independency" training--not encourage more dependency.

OFF AND RUNNING

Participation

Many groups have both monopolizers and consistently quiet members. This behavior is often caused by anxiety. Early in the group process it is important to explain and discuss "feedback," the method used to give and receive information to members in the group. Be clear that feedback is not criticism or advice and that the person giving the feedback must speak personally and specifically. It is important for the group leader to use this communication tool in the group discussions, so that other members of the group will learn to be comfortable expressing their observations.

An egg timer is a helpful device in some exercises; as members speak, they hold the timer and become aware of their own amount of talking time. The use of tokens, which are spent each time a member speaks, is another useful control.

Energizing a Low-Key Group

It is essential that the leader recognize and check with members to be sure the exercises and discussions are meeting the group needs. Low energy caused by boredom can be changed by more input and involvement by group members.

Sometimes low energy results from exposure to material that is too threatening, which causes members to control verbal and bodily expressions. One method for reducing tension is to have members write out their feelings and place papers in the center of the group. Each paper can then be anonymous when read, discussed, and reacted to. Sometimes a leader wants more to happen at a quicker pace; then it is appropriate

for the leader to check for herself the simple and obvious, but often overlooked items. Sometimes the room is too hot or cold, or changing body positions is all that is needed to energize the group.

Assistance in Recognizing Strengths and Values

The group experience can be a very positive and supportive environment for each individual. Women are apt to avoid success and praise. Being public and verbal about personal strengths seems, to some women, to conflict with the passive, humble, dependent syndrome. The leader, as a change agent, must keep the group members centered on the process of becoming more aware of what each really wants, needs, and feels.

During this self-work process, the group tries to dispense with "shoulds" and "oughts," "good" and "bad," and "worthless" and "valuable." This is not easy and requires good listening skills. Self-limiting behavior and qualifying verbal expressions reinforce insecure feelings. It is important to reinforce strengths and personal potentials.

Body Language

Nonverbal communication is more powerful than verbal communication. Many groups are unaware of nonverbal group interaction. People reveal themselves in indirect ways, and the group leader has the responsibility--through the effective use of feedback--to check out incongruent behavior and verbal expressions. Body postures tell a great deal. Never judge, but check it out with members of the group. This leads to increasing awareness; the sitting patterns and who speaks to whom are reliable and visible measures of support and/or conflict within the group.

Conflict in Groups

Conflict avoidance is a typical female behavior as a reaction to socialization messages. Conflict in itself is not "bad" and can be used as a constructive tool in self-awareness. How members express and deal with conflict can be an avenue for growth.

Short-term (four weeks) groups seldom develop a high enough trust level to be comfortable with conflict. However, when conflict arises, it can be stifling if not dealt with appropriately. Role reversal is a method to use between the conflicting members. They take each other's positions and continue the discussion. How does the other side feel? To be able to verbalize openly and honestly is an important skill and increases awareness.

Blaming

The blaming game is to be avoided. Gripe sessions might be helpful in finding common feelings, but this kind of discussion usually ends up with members rationalizing and blaming external events and other people for their behavior. It is important to stress in awareness groups that each of us is responsible for her own life, and what happens to us is up to us and no one else!

Humor

Humor is an important ingredient in any awareness group. It is not to be used in excess, but it can be helpful to counteract some of the anger and frustration that arises.

CONCLUSION

The group experience is often the first step for a woman who is reaching out for new direction. If she chooses to become involved and more aware of herself, both on a feeling and a behavioral level, the exciting and rewarding process of change will begin.

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LIFE/WORK PLANNING AS A COUNSELING PROCESS FOR WOMEN

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THE PROCESS

The Women's Bureau of Gateway Technical Institute in Racine, Wisconsin, is successfully using the Life/Work Planning process developed by Richard Bolles, author of What Color Is Your Parachute?, for counseling small groups of reentry women. The process, designed to help individuals become aware of their transferable skills, as opposed to specific work-content skills, enables women to determine where they want to use these skills. Participants also practice researching the job market to locate persons who need these talents and who have the power to hire.

It is widely recognized that women whose primary career was homemaking/child raising are fearful and confused as they reapproach the job market. Such women lack information about themselves and their interests, and they lack realistic knowledge about the world of work; they therefore cannot determine where they could find an employee's niche. Life/Work Planning gives these women a self-empowering set of tools to research themselves and the workaday world; the process thereby lessens their dependence on counseling professionals and gives them some much-needed confidence.

Participants in the Life/Work Planning groups are Women's Bureau clients who read Parachute (1972) after their initial counseling interview and then express an interest in working on the process. Their academic and economic levels vary, but most of the women are high school graduates. The group leader/counselor is a graduate of Bolles' two-week Kansas City Life/Work training seminar. It is vitally important that Life/Work group leaders have some exposure to and experience with the process themselves before teaching it.

Small groups of six to eight women meet in a Gateway classroom in two-hour sessions for four to five weeks to work on the process, using Bolles' (1975) Quick Job Hunting Map workbook.[1] Exercises to facilitate writing and discussion are drawn from Where Do I Go From Here With My Life?[2] Various handout sheets developed by the group leader explain and clarify the exercises.

The women identify their own skills by writing seven achievements and accomplishments, drawn from various periods of their lives and reflecting different content, so they represent a good cross section. As they become conscious of their transferable skill clusters, the women realize clearly

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[1]Ten Speed Press, Box 4310, Berkeley, California. $1.25.

[2]John C. Crystal and Richard N. Bolles, 1974, Seabury Press, 815 Second Avenue, New York, New York 10017. $7.95 soft cover.

that they do have real talents to offer the world. The skills identification process helps them translate nonworking or volunteer tasks into marketable skills language. Then, by using the Practice Field Survey and Informational Field Survey procedures outlined in Where Do I Go From Here With My Life?, the women acquire and refine the capability for researching and interviewing in the work world, as well as for doing their own job screening.

Reactions to the groups have been favorable. One woman said she landed her job as recreation coordinator in a nursing home because the words "Experience required" in a newspaper ad did not intimidate her. She knew she had transferable and, therefore, relevant experience. Another isolated homemaker was delighted to know that she had many more contacts for gaining information about the work world than she had thought possible. Other women reported having used the process to determine fields of study before entering technical school or college.

The process has also been taught successfully as a workshop experience for the general public--men included--both at Gateway and in the meeting places of respective groups. There is no user fee for either on- or off-campus workshops, since the Women's Bureau is jointly funded under the Vocational Amendments Act and the Gateway District. Reactions to the workshops have been favorable, as reflected by feedback comments such as "I have unique skills and I now can identify them" and "I found in many areas where I thought I was weak that I had strong points."

In summary, the Women's Bureau is finding that the Life/Work Planning Process is an effective overall group tool for reentry women and others changing careers, because it enables them to eliminate job stereotypes and, therefore, to investigate areas of work they had not previously contemplated. Life/Work group members, having made some clear-cut decisions about work or education, are then ready for further counseling on implementing their educational plans or involving themselves in a job hunt. They are referred for further individual counseling or to Women's Bureau workshops such as "Job-Finding Skills." In either case, they know how to analyze their own abilities effectively and to apply these abilities to the world of work or school.

JOB CLUBS

In its efforts to help women get jobs, the Women's Bureau has experimented with job clubs. These are loosely organized according to the concepts of Azrin (1975). Azrin's program was conducted in a highly structured small group. The club stressed mutual assistance among the participants (a "buddy" system), family support, and sharing of job leads. The group met daily and within an average of two weeks, 90 percent of the participants had found work. This compared with 55 percent of the control group who had found work in the same period. None of the

job seekers was receiving any sort of monetary compensation (in or out of the group), because Azrin felt this would impede the job search. Instead of being a solitary, part-time venture, job seeking became a full-time group project; the participants received counseling and learned how to make phone calls to employers, write resumes, fill out applications, dress appropriately, and remain positively motivated. The members helped one another find job leads, get to and from interviews, role play, etc. Positive reinforcement was emphasized.

The Women's Bureau has sponsored job clubs both with a social service organization and also in a scheduled, open-to-the-public, continuing education classroom setting. The job clubs cosponsored with the social service organization have three differences from the Azrin model:

1. The participants are not volunteers but are required to be there;

2. They are receiving compensation in the form of ADC grants; and

3. Meetings are held twice a week instead of daily, because of space limitations.

As expected, these three changes affect the success rate; the first two have been found to be more important than the third. Azrin's model relies on structure, and obviously the farther away from that model a job club moves, the less it produces similar results. In these groups, the placement rate is between 50 and 60 percent. The agency is pleased with this and considers that more people are placed faster through the model than without it.

There are two leaders in these groups, one from the Women's Bureau and one from the agency. The Women's Bureau facilitator has had ten years experience working with persons who have employment problems and is an experienced counselor for reentry women. The group size is kept at twelve or fewer people, so that the small-group, "we're-all-in-this-together" feeling can develop. New job hunters are added when club members find jobs. Each participant keeps a notebook to record all the places applied to, on what date, whether or not there was an interview, and any other pertinent notes or job leads for others in the group.

The clubs, which are of six weeks duration, are organized in three parts. First, everyone shares the results of recent efforts. Group members become very interested in and concerned with the individual job searches. Success is always applauded, and disappointments are softened by encouragement.

In the second part, the coleaders present a structured presentation. Some of these presentations deal with the specifics of finding a job, such as these:

- Preparing resumes,
- Finding job sources,
- Following up leads and contacts,
- Filling out applications, and
- Being interviewed.

Others are motivational in nature or deal with feelings, such as rejection. Many resources are used in this part, e.g., speakers, tours, and movies.

The last part of the session is much more informal, as each participant plans the next contact, phones employers, arranges interviews, and sets up transportation. During this period, the leaders establish a one-to-one relationship with each participant. At the beginning of a new group, the sessions last about two hours, but as the group becomes more familiar with the method, the sessions last around one and one-half hours.

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HOW TO UTILIZE COMMUNITY SERVICES, ACTIVITIES, AND CLUBS IN COUNSELING WOMEN

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BACKGROUND

Special activities and clubs can be effective ways to reach and counsel community women. The programs at Florissant Valley College (one of three campuses of the St. Louis district) have been directed toward five major areas through the college's Office of Community Services and more informal activities cosponsored with local clubs and organizations. Each activity has the secondary goal of generating future enrollments in an era of declining traditional registrations.

The five current components began with the CIRCLE project: Combined and Integrated Resources for Community Learning Experiment. This project operated at Florissant Valley Community College from 1972 to 1975, funded by the then Bureau of Libraries, U.S. Office of Education. The three target groups were blacks, women, and older Americans. Research, conducted by means of extensive surveys in the local community, identified a need for outreach programs to meet the needs of the mature woman. After the CIRCLE research was completed and preliminary data intrepreted, CIRCLE offered its first program for adult women in the community, Welcome to Women.

WELCOME TO WOMEN

This program is a day-long introduction to the community college, designed for audience participation. It starts with a panel of adult women who have come back to school. The panel is a microcosm of women in American society, featuring women who concurrently work and go to school, women who do not work but do go to school, divorced women, single women, widows, and married women. Each panel member discusses her reasons for returning to school, her arrangements for financing her education, and her ways of dealing with the conflicts which arise from the role change. Questions from the audience usually generate much discussion, because the participants are put at ease and made aware that other women have faced and are facing the same problems they have.

Lunch in the college Student Center is followed by short information sessions led by personnel from Admissions, Financial Aid, the Learning Laboratories, Counseling, Student Activities, and the Child Development Center. Brochures, catalogues, and enrollment forms are distributed. Participants are encouraged to ask questions about any information they have been given or to contact any of the program staff for additional help; approximately 80 percent do so. The program ends with a tour of the campus.

The first Welcome to Women event drew more than 80 participants; it has been offered once each semester and once during the summer since 1973. In the spring of 1978, an abbreviated program was offered in the evening. The program is advertised both in the large mass mailings sent three times a year by the Office of Community Services to the entire service area and in a special mailing to those who have participated in prior women's programs.

When this program began, the women participants were stereotypical of the housewife "whose problem has no name." This problem or malaise has been to some extent effectively treated by the new consciousness and confidence of women.

"ON YOUR MARK"

"On Your Mark" emphasizes self-awareness and exploration, assessment of individual skills and abilities, and information about the marketplace. It is a six-week, noncredit course, supplemented by individual meetings between each participant and the instructor to discuss her experiences and reactions.

Participants complete a personal autobiography before the second class session; these writings stimulate some very meaningful and insightful discussions. The class includes exercises on values clarification. Women participants frequently struggle to respond to questions about their beliefs.

Another important aspect of "On Your Mark" is awareness of the decision making process, combined with the individual's own style. This information is related to the final emphasis of the course, career choices.

"On Your Mark" functions as a support group for women participants, wherein fears and anxieties concerning life changes can be discussed and explored. Women express positive feelings when they learn that others share and accept their ideas. A number of assessment instruments, including the Strong-Campbell Interest Inventory, are used during the course; the particular instruments used vary from semester to semester.

OTHER COURSES FOR WOMEN

Other course offerings through the Office of Community Services vary with the changing needs of community women. Each semester, a direct mailing is sent to approximately 1,000 women who have previously attended one or more of the women's programs; this mailing lists current programs. Current offerings include courses such as "Office Skills Update," "Techniques for Personal Growth," "Getting the Job You Want," "Assertiveness Training," "Mathophobia," "Dollars and Sense," and "Talk to Me"; and the Adult Counseling Service.

"Office Skills Update" is offered so that women who must go immediately into the job market can update the skills needed to obtain gainful employment.

"Techniques for Personal Growth" gives individuals the opportunity to explore personal feelings and ways to communicate with others by practicing specific Gestalt techniques. Body awareness activities, fantasy journeys,

and role reversals are some of the techniques used to develop individual responsibility. The course aims to help participants be more in control of their own lives.

"Getting the Job You Want" explores the skills of the individual with the realistic possibilities each student has for successful employment. An understanding of the employment market is essential to women who do not know what goals to pursue. The current job market, resume writing, preparation of letters of application and contact with potential employers, information interviews and mock job interviews, including salary negotiations, are course topics. This course helps each individual crystallize the goals she wishes to pursue.

"Assertiveness Training" is geared toward women who want to learn how to express themselves in positive ways. This course emphasizes learning the differences among assertion, nonassertion, and aggression; identifying personal rights and the rights of others; and recognizing cognitive and affective blocks to assertive behavior. Women are encouraged to experiment with assertive behavior in class through role-playing exercises.

"Mathophobia" is offered as a one-day workshop for students with math anxieties. This course has only recently been offered, with the assistance of the Mathematics Department, and now data are being collected to give the staff more information on these math-anxious students.

"Dollars and Sense," a course offered to women and men, teaches students practical money management techniques. Students are encouraged to be aware of the financial situations that affect their lives and the lives of their families.

"Talk to Me" is offered to couples (friends, spouses, mothers and daughters, fathers and sons, mothers and sons, fathers and daughters) who wish to explore and have structured experiences in honest, direct expression of values, feelings, and ideas. The course focuses on listening as well as talking skills in practical, not abstract, situations.

The Adult Counseling Service provides individual counseling, which helps participants to make decisions for themselves and to develop plans affecting education, career, and relations with others.

Other courses can be particularly helpful to women, although not all are exclusively oriented toward women. Some course titles are "Human Interaction," "Human Potential," "Exploration for Women," "Life in a Changing Environment," "Career Exploration," and "Women in Transition." Credit for some of these courses can be transferred to other institutions. Women take these and other courses through Community Services or the Counseling Division because in their own personal situations they require additional encouragement, and/or they need the information that these courses provide.

WOMEN AWARE

The Women Aware organization was created in 1972 so that staff and student women would have formal channels of communication among themselves and with the administration of the college. The goal of this group is to enlighten and sensitize all persons in the college community concerning the contributions made, as well as the problems faced, by women in our society. This group gets involved in various programs from year to year, depending in large part on its membership.

A few years ago the group's general mode was spontaneous, and it called meetings mostly to discuss internal staff development and recruitment of staff women; currently, the format is a formal program, similar to a lecture series, on topics important to staff and students. Next year, Women Aware will probably evolve into an advisory committee, through the Office of Community Services, to develop new programs for women. This organization has always been a channel for women to share ideas of mutual interest on the campus.

Child Development Center

The Women Aware organization was instrumental in the creation of the Child Development Center. This instructional program at Florissant Valley Community College is offered for children three months to six years of age; acceptance is based on how early the parents of these children submit their names. This cooperative effort between the Home Economics Department and the Office of Community Services involves 250 children of staff, students, and community residents. This Center has a national reputation for the leadership of the staff in the area of child care.

Women Aware Day

The most important program of the Women Aware organization is the Women Aware Day every spring. Each year, a committee is set up to create a theme and plan the program. The 1978 Women Aware Day was entitled "Women in Progress" and included programs relating to women and careers. Past programs have focused on topics such as changing lifestyles, women and the liberation movement, and other topics. The program includes panel presentations; information sessions; workshops; and hourly, short films with discussion afterwards. Women's groups of every philosophical leaning are invited to distribute literature at tables throughout the day.

This event is advertised to women by a targeted, direct-mail service. It is hoped that this method of advertising women's programs and courses will be expanded in the future. Usually more than 500 women from the community attend during the day, and each year this program is the most successful one, in terms of numbers. The list of participants is added to the women's mailing list. In 1976, Student Activities fees assumed the total budget for this program, whereas before that time the cost was split by Student Activities and Community Services.

WOMEN IN NEW GOALS (WING) CLUB

WING is an important catalyst for involving adult women in campus life. A counselor at the college organized this club in 1970, and she is still their sponsor. Originally, the club was called the Late Starters, but because some of the members thought this title had negative connotations, the membership voted to change the name. This club, comprising exclusively students, has a current membership of about 150; however, usually no more than about 40 women come to any program. The mature women on campus recruit members from students who are 25 years of age or older. The overwhelming majority of the membership are married women whose own children are in school. Over a period of time, many of the officers develop outstanding leadership ability and become an inspiration to the other women students.

The organization holds informal luncheon meetings every third week on different days, so that women who only come to school on certain days of the week can attend. The officers of WING invite a speaker and a guest from the campus, so that students in the club can meet faculty and administrators on an informal basis. To give members information about as many curriculums as possible, the executive committee varies programs and speakers. Women get exposure to the various disciplines and therefore feel more comfortable about taking the course offerings described in these sessions. The informal friendship and camaraderie these women get from such gatherings is significant, and an informal support network is established. This program is currently funded by Student Activities fees.

The programs for adult women students at Florissant Valley are well respected in the community because they are carefully developed, rigorously evaluated, adjusted to meet new needs, and taught by qualified and empathetic staff members. The campus administration has supported these programs not only because they help new students of the college but also because the need for the programs has been well demonstrated.

THINK NONTRADITIONALLY

Libby Sellars, B.S., is a recruiter and counselor at the Waukesha County Technical Institute in Pewaukee, Wisconsin.

INTRODUCTION

A nontraditional job has been defined for either sex as any job usually done by the other sex--e.g., nursing for men or engineering for women. Encouraging women to explore such nontraditional jobs is an important aspect of the vocational educational counseling of the Women's Development Center (WDC) at Waukesha County Technical Institute (WCTI). The center has held Occupational Opportunity Seminars for Women, with sessions scheduled for both day and evening times. The women attending receive information about a wide variety of nontraditional jobs:

- Accounting,
- Data processing,
- Programing,
- Drafting,
- Machine tool operations,
- Welding,
- Supermarket management,
- Property assessment,
- Food broker,
- Policewoman,
- Quality control technician, and
- Electronics.

The women are encouraged to investigate other occupations which interest them, and there are many, many more possibilities.

According to a majority of evaluations by past participants, the highlight of these seminars is the sharing of experiences by role models: women who are working in nontraditional jobs. And the question that is always asked, if the information is not volunteered, is "How much do you earn?" To many women, this question is neither idle curiosity nor prying; it is vital information they need in making career decisions. Of the 752 individuals counseled at WCTI individually or in groups during the 1977-78 school year, 38 percent are heads of household. Yearly family income is under $7,000 for 27 percent of the clients, and between $7,000 and $10,000 for an additional 24 percent.

Of the 80 million women over 16 years old in the United States in 1975, 42.9 million worked at some time during the year. The jobs held by 71 percent of these women were in low paying, dead-end work. The median annual earnings of women working year-round, full time, was 58.8 percent of men's in 1975, compared to 63.9 percent in 1955. This trend can be reversed if more women prepare for nontraditional jobs--doing the same work and receiving the same pay as men.

SOME TRUE STORIES

Leora and Cris Schirmer

Leora and Cris Schirmer are a mother-daughter team in the machine tool program at Waukesha County Technical Institute. Leora is a widow. Following the death of her husband in October 1976, she viewed her situation with disbelief. These things happened only to others! She had not worked since shortly after her marriage in 1951. She had been content with her role of homemaker and mother, raising three children.

Because family finances were extremely limited, Leora soon tried to find a job to supplement the Social Security payments to the family. Many application blanks and interviews later--with no encouraging results--Leora reassessed her situation.

One strike against her was the fact that she had not worked for 25 years, and she had no current skills. A second drawback was that she had quit high school in her junior year, and jobs require a high school diploma. The third big problem was that her Social Security payments of $300 per month would end in January, 1979, when her youngest child reached 18 years of age.

In March of 1977, Leora enrolled in classes at Waukesha County Technical Institute to prepare for the General Educational Development Test Battery for her high school equivalency diploma, which she completed the following August. During this six-month period she also participated in a Women's Development Center self-awareness group. This experience was extremely helpful in giving her a feeling of community with other women. She discovered that "Other people are just like I am. They have problems just like I do. You can't tell, by the way people dress or look, what they are like."

Then, in August, Leora attended an Industrial Exploration Seminar sponsored by the Women's Development Center. During the first part of the day, staff members and women working in drafting, electronics, machine-tool operations and welding talked about and demonstrated these fields. The participants had a "hands-on" experience in the classroom and then toured local industries to watch and talk with women doing these jobs.

Following this experience, an encouraged Leora came to the Women's Development Center to investigate enrolling at WCTI in the one-year machine-tool operation certificate program. During World War II, she had worked

for a year and a half operating a drill press, lathes, and a small turret lathe, and she had enjoyed her job. During the next six years, she had done some other factory and production work as well as some sales, general office work and bookkeeping.

When Leora compared the various salaries made by 1975 graduates of WCTI's one-year diploma programs, the facts confirmed her in her vocational decision. The average monthly salary for accounting clerks was $614; for clerk typists, $473; and for machine tool operators, $900.

Two weeks after Leora started school, her daughter, Cris, was laid off from her factory job; she had worked there for almost four years, during which time her pay had increased from $2.00 to $2.80 per hour. Leora urged Cris to go with her the next day to observe the classes and see if she would like the course, since Cris was interested in machinery. While growing up she had shared outside activities and talked about machines with her grandfather.

Cris enrolled in three classes in which she felt she could catch up. At first she felt frightened. In addition to her mother, there was only one other woman in her classes. Most of the men were 18 or 19 years old. They stared at Cris, making her feel self-conscious. She was also getting static from her friends who couldn't understand her goal and kept asking, "Why do you want to do that?"

But Cris is now pleased with her decision. She considers the loss of her job a blessing in disguise. She had wanted to leave that job but was afraid to take the step. She had wanted to go back to school and take courses in shop, and now she is doing just that. She says, "That was the biggest step . . . of my life. I had nothing to lose, but much to gain. Coming back to school is a challenge and I like it. I have enough knowledge right now to go out and get a job and make a decent living, and make progress as I go along. What I've done is open a door and I plan on opening many more."

Cris and Leora have served as a support team for each other. The sharing of their school experiences, accomplishments, and challenges has helped them both. Recently Leora and Cris had interviews with a local employer who is very much interested in hiring both of them when they finish school, at a salary of $5.35 per hour ($11,128 for each, per year).

Riley McElwee

Riley McElwee is a full-time student in the mechanical drafting program at Waukesha County Technical Institute. She will complete the two-semester program and receive a diploma in mechanical drawing this spring. In selecting this nontraditional occupation, Riley weighed the following factors: limited training time, favorable employment outlook, geographical diversity for employment, and salary opportunities. Entry-level salaries for recent one-year diploma graduates were $700 to $800 per

month. In addition, Riley had always enjoyed art and had been in an engineering drafting course during a short stay in college.

Between high school and her present training, Riley McElwee tried her hand at several endeavors, but nothing seemed to be right for her. Her marriage ended in divorce, and she moved "back home."

Riley is doing very well in school. She likes math and science and the work is easy for her. But she has found that the men in her class get upset when she makes better grades than they do. "If a woman is going into a field that is predominantly male, she has to be able to take a lot of kidding and joking."

Chris Jorgensen

Encouragement from a counselor led Chris Jorgensen to evaluate her skills, her likes, and her dislikes. She then entered WCTI's two-year associate degree program for supermarket management.

Salary was very important to Chris, as she had passed the civil service exam almost ten years earlier and had worked at the post office at night as a clerk sorting mail for $5.00 to $6.00 per hour. She had also enjoyed her recent part-time experience for a small grocery store. She liked the variety of checking, bagging, and stocking. The fast pace of the operation had made the time seem to pass very quickly.

Subsequent exploration of the course content (with the teacher), plus investigation of the other employment alternatives of jobs in distribution and warehousing operations dealing with food, confirmed her decision to enroll.

Chris was the only woman in the supermarket management program. The majority of her classmates were young men recently graduated from high school. She felt pressure from the first day of school, because the males expected a great deal more from her than from each other. As she took over the number one position in class, she experienced their resentment. They felt she raised the class average and the level of expectancy of the teachers.

In addition to her 13 to 14 hours of class per week, Chris works 32 hours a week in an internship program with a large supermarket chain. She earns $6.00 per hour. During this time she has been assigned to several stores of varying sizes in a variety of ethnic and economic neighborhoods. For Chris (who is 5'6" tall and weighs 120 pounds), her work as a stocker is fast-paced and physically demanding. However, the most difficult part of Chris's job has been to gain the respect of the men working with her. Part of the problem is that, traditionally, men have been promoted from stockers to assistant managers on physical qualifications--how much they can lift and how fast they can stock.

Chris believes that if there were more women in the field the pressure on individuals would decrease, and she hopes that more women will go into supermarket management. Currently there is only one woman assistant manager in the 80-store chain. Chris expects to be working next year as an assistant manager earning approximately $20,000 per year. The fact that she will be able to support herself and her young son, quite comfortably, is very important to her. She feels her training has prepared her well for the challenge and opportunity.

These success stories underscore the WCTI Women's Development Center staff commitment to help more women achieve economic equity through educational counseling that provides access to vocational training.

A SENSIBLE APPROACH

Nontraditional jobs may not be right for every woman, but for many they are an opportunity to earn a good salary doing interesting, challenging work. Before choosing a nontraditional field, a woman must be well fortified with information. She needs to explore and weigh her own values, needs, skills, and interests. Through reading, vocational films, talking with people doing the jobs, getting "hands-on" experience, and visiting sites where people are working at these tasks, she can gain facts on which to base her decision.

Coworkers' attitudes can be uncooperative, and their comments unkind, to the first women entering nontraditional work within a company. Women need to be aware of this problem and must be willing to cope with it. The most effective approach for a woman entering a nontraditional job is to prepare herself well for the job and to do her work effectively.

SUCCESS STORIES IN CAREER COUNSELING

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BACKGROUND

Although our computerized career guidance system called SIGI (System of Interactive Guidance and Information) was designed for a general college population, older people who happen to be taking courses at community colleges where SIGI is available have seized on it as "just what they need." At Delta College, University Center, Michigan, 57 percent of the SIGI users (during its first year) were over 25 years of age, and 54 percent were women. At some other colleges using SIGI, the percentage of older users was smaller, since there were fewer older enrollees at those colleges. In general, the older students followed the same pattern of use as the younger students, and in some cases, they were more vocal in recognizing the value of SIGI's quick access to occupational information and guidance--perhaps because they felt they had been long out of touch.

As we see it, the SIGI system's real value, especially for older persons, is its thoroughness and comprehensiveness. Older or mature students usually begin in a state of confusion that cannot be dispelled by seeing the names of one or two occupations flashed before their eyes or by having a 15-minute conference with a guidance counselor. The interaction with SIGI takes at least two hours--averages four hours--and involves a step-by-step procedure. The students feed in their own values, interests, and questions and the computer provides methods of sorting out various aspects of values, interests, abilities, experience, and opportunities, and then relates them to a wealth of other information about occupations. Thus, a career option becomes more than merely a name: At the touch of a key, a student can find out the day-to-day duties involved, education needed, pay scale, outlook, and even special problems; can compare them for three occupations at a time; and can relate them to personal values and needs.

HOW SIGI HELPS

The narrative descriptions that follow illustrate how career confusion can be dispelled by interaction with SIGI--not at the touch of a single button, but after several hours of carefully guided interaction with the procedures and information stored in SIGI.

From interviews with a small sample of the students who have used SIGI, we selected a few examples of older women who had returned to school. They showed tremendous interest in career planning. They were back in school not to take courses "just for the fun of it"; they had come back with the hope of getting back into the work force. They might have worked before a broken marriage but were now seeking something different, something better. They were more ambitious than before, but they felt they didn't know what the possibilities were because they had been "out of it" for so long. They were eager for

the information that SIGI could provide quickly, on a computer terminal screen, without their making tedious trips to the library and thumbing through file cabinets and handbooks.

Discovering a Field

Sometimes through SIGI they found occupational stepping stones which they could use to reach more difficult goals. One young woman, interviewed at Eastfield College in Dallas, found that she could take two years of training as a social service aide, begin earning money, and later take courses in rehabilitation counseling--a field she had discovered through SIGI. This woman had a criminal record and wanted very much to help other women with similar experiences. She was being given the opportunity for two years of community college, but did not have money for anything more at the time. She had discovered rehabilitation counseling by feeding into the SIGI computer her most important values. The computer then came up with a list of occupations that might fit these values. She had never heard of rehabilitation counseling before, but it struck her as worth pursuing. When she asked for and obtained further information about various aspects of the occupation from the computer, she knew that she had found the occupation she wanted. She was a little dismayed when she found that it required graduate study. However, through SIGI, she confirmed that the related occupation, social service aide, would require only two years of study but could lead her toward her goal. She was able to make the decision to begin with her second choice, because she knew that with perseverence, she might eventually attain the occupation she really wanted.

Sandy

Another example of a woman in the process of upgrading her career was Sandy, a 26-year-old licensed practical nurse. Through financial aid assistance, she was able to enroll full time in the two-year registered nursing program at Mercer County Community College in Trenton, New Jersey. Her short-term goal, she said in a pre-SIGI interview, was to improve her economic lot by becoming a registered nurse, but she doubted that that occupation would satisfy her for long. She would pursue nursing because that goal was within her immediate reach, but she regarded it as a plateau in her ascent to something else. But what else? She had a vague idea that "something in the field of psychology" might appeal to her; school counseling, perhaps, or teaching. She had misgivings, not only about her long-term goal but also about her ability to achieve it. "My idea is big; it's broad," she said. "It's too broad and impractical." She discussed her qualms with her psychology instructor, who referred her to a counselor, who referred her to SIGI. Her hope was that SIGI would help her sort out her ideas and arrive at a long-term goal.

At first the task of making her values explicit and ordering their priority made Sandy uncomfortable, as it does many students. However, she recognized that the system was providing her with the sense of direction she desired. She especially appreciated the Values Game (described further below), even though she disliked being forced into either/or decisions. In discussing the Values Game, she said, "Looking back on it

now, I'm glad I had to do it. I'm glad I couldn't go there putting the unorganized ideas I have into SIGI."

In the Planning system, Sandy continued to explore psychology and she decided that the occupation lay within her reach. Since she has a child to support and only limited resources for education, she will have to make an oblique approach to the occupation. She therefore intends to include in her nursing program courses she can transfer into a four-year psychology program. This step will be a beginning. She also consulted a counselor about the requirements for transfer, examined catalogs of transfer institutions, and began inquiring about the grants and loans in the health field that had been mentioned in the financial aid displays in the Planning system. She summarized her overall plan as follows:

> Nursing will allow me to obtain and then maintain some sort of a living status, and psychologist isn't a pipedream. I'd like to be working at something, but I have to be able to support myself while I'm working at whatever it may be, and I do have a little background in nursing--I'm comfortable with what I do. I'm capable of more responsibility (and responsibility and money for some reason seem to go in the same conversation), and that's why I'm going to stay with nursing. I've got to have a foundation before I can build, and I'm sorry to say that at 26 I'm still at the foundation.

There were other examples of returning women, each with a different problem.

Lillian

Lillian, like Sandy, sought confirmation of a tentative long-range goal, in her case being a speech pathologist/audiologist. She also was apprehensive about her academic ability. Lillian's problem, however, was complicated by conflict with her father, who, she said, had no confidence in her ability and who discouraged her from pursuing so ambitious a career goal. In addition, a counselor had suggested that she seek an alternative occupation. In short, she was under considerable tension. When she finished SIGI, she felt better about herself. Through SIGI, she had learned much about speech pathology/audiology and was confirmed in her belief that the occupation fitted her values and aspirations. Furthermore, she had discovered two contingency occupations (social worker and Spanish teacher). Early preparation for these two follows the same humanities and social science program that leads eventually to speech pathology, and she could fall back on them if her first choice faded from sight. She said that as a result of the information she had obtained in SIGI, she was motivated to apply for a part-time job at a day care center in order to get "a feeling for whether I like this sort of thing and also [to] try to get my foot in the door to set up for a summertime job." She was under no illusion that SIGI had improved her academic ability, but she was prepared to take remedial work, if necessary, and to test her competence against the reality of coursework in the required

program. Besides helping her focus her thinking and organize her activities, SIGI had reduced her anxiety. As she said:

> What you find out from SIGI, you can find out enough information that you can just sort of relax and not worry and wonder about a lot of things that you would have to spend so much time finding out about. It takes a lot of tension away. And anything that takes away stress and tension, I say, "Do it."

THE SIGI SYSTEMS

A summary of interviews with eleven Delta College students (men and women) ranging in age from 18 to 30 years illustrates how the various parts of SIGI lead students through important steps in sorting out their vague hopes, fears, and ideas.

Values System

The eleven Delta students indicated that the exercise presented in the Values system was both novel and useful. Most said that they had never thought much about their values before using SIGI, and they consequently found the forced dichotomous choices in the Values Game to be thought-provoking and sometimes difficult. "I didn't know myself very well," one student said. Another said, "The Values Games tell you whether you're trying to fool yourself." The main effect was one of illumination. "I didn't even know I wanted all this," was the comment of another user.

The students also found it hard, and useful, to distribute a fixed sum (40) of values weights. "I had never thought about these things before," one said. "You could have only 40 points," another said, "so you really had to make a choice about which ones were most important.

Perhaps the most interesting feature of the students' reaction to the Values system was the effect that system had on their manner of thinking. They began to use their values in other systems, as they were supposed to do, but they also found that what happened in other systems gave them fresh insights into their values. One student returned and reweighted his values, this time with confidence that he knew what he was doing. Another said, "When you go through SIGI, at the beginning you're just kind of hanging. But as you continue, SIGI helps you understand what your values are, no matter what system you're in. SIGI helped me understand, 'Gee, <u>that's</u> what I want!'" The habit of structuring their thinking around their values may have been the most important thing these students got out of SIGI.

Locate System

Most of the students used Locate extensively. One, who called Locate "the most helpful system in SIGI," expressed the consensus of the group: that Locate makes manageable the task of selecting an occupation. Another said, "You can go to a library of career information and sit down with a catalog full of occupations before you. You flip through the book and there are so many occupations. That's were I got lost. It's mindboggling. I don't know where to begin."

The tendency to organize thoughts in terms of values appeared in Locate. Several students availed themselves of the opportunity to discover why a particular occupation had not been retrieved. One student, learning that his strict specification for early entry had held back the engineering occupations, started to reassess the importance of that value. Another, on discovering why computer programmer had not appeared, reexamined his values in light of his great interest in that occupation. A would-be architect found industrial engineering on the screen and began thinking of it as an acceptable alternative. A prenursing candidate, who described herself as "a little flaky when it comes to an emergency," began treating this weakness as if it were a SIGI value; she speculated that "Maybe dental hygienist or assistant would be a better occupation."

Compare System

The students make good use of Compare. Several students asked all 28 questions about a number of occupations and took a thick roll of printouts for later reference. They thought that this system was one of the best sources of occupational information available. Since Delta students have access to an extraordinary number and variety of resources for career information and guidance, they are in a better position than most students to judge the quality of occupational information. One user observed that SIGI provided "a lot of information" that he could not have found in the Occupational Outlook Handbook. Another said, "The occupational information in Compare was much better than what I found elsewhere, and I could have it at the touch of a button."

Prediction System

Information from the Prediction system helped three of the students in their immediate career choices. A woman who was considering becoming an accountant was confirmed in her choice by predictions that looked favorable to her. A second student who had not settled on an occupation but was leaning toward something in the field of social work, leaned still farther when he got his prediction for the key course in sociology. This piece of information, added to what he had already learned in Locate

and Compare, assured him that he was on the right track. The third student expected to become an architect. His prediction did not look good to him, with the result that he resolved to work harder and also to think about contingency occupations that he could fall back on.

For others, the Prediction system did not affect their immediate problem with career choice, but it made them aware that assessment of abilities plays a part in the decisionmaking process.

Planning System

Students liked the Planning system for the quality of the information it gave them and for the immediacy of its usefulness. Two students used it to make out schedules before seeing a counselor. One fulfilled a need for instant information about transfer colleges. Another was stimulated by the financial aid displays to seek help with college expenses. And still another learned that she had to act at once if she expected to get into a course with a limited enrollment.

Strategy System

Strategy's main effect on these students was to consolidate their confidence that they had chosen the best occupation. One said, "I was pretty sure (about funeral director) before I went through Strategy; but after I finished, I was very sure." Similar comments were made with respect to respiratory therapist and occupations in the field of engineering. One student particularly welcomed the opportunity to reweight his values in light of what he had learned about them in other sections of SIGI; he was much more confident about the new weights than he had been about the old ones.

Summary

These eleven students all stated that SIGI had had an effect on their career plans. Two had started their interaction with more or less definite occupational goals and had ended with their choice confirmed but now grounded on information and insights that had been lacking before. Two other students, faced with almost equally strong alternatives, had settled on one because of the information and the way to process it that they found in SIGI. Yet two more had narrowed down their options to a manageable size and had made tentative career choices. Four had been completely at sea when they started. After using SIGI, they all said they felt more confident; three had made tentative choices, and the fourth had settled on a major that embraced several occupations he was now considering.
the fourth had settled on a major that embraced several occupations he was now considering.

MORE ABOUT SIGI

The reactions to SIGI are typical. The system has been evaluated at five community colleges and one four-year college in various parts of the country. It is currently being used at eight community colleges and five four-year colleges; more are negotiating contracts, including statewide consortiums.

For any college with a PDP-11 computer, SIGI is currently available for $1,800 per year. Prediction and Planning systems, which follow up on the Values, Locate, and Compare systems, are different for each college and would cost more. The Prediction system, however, is of special value for returning students who may lack confidence in their abilities and who do not know what educational level to aim for. Planning shows them the steps they need to take, and reveals what two-year or four-year programs are available at their own colleges. It also includes lists of nearby colleges to which they might transfer to complete four-year programs for an occupation, as well as colleges and universities offering graduate training in professional occupations.

EVALUATING WOMEN'S HOMEMAKING AND VOLUNTEER WORK EXPERIENCE FOR COMMUNITY COLLEGE CREDIT

Ruth B. Ekstrom, Ph.D., is a research scientist for the Educational Testing Service at Princeton, New Jersey.

Community colleges have only recently begun to award credit for experiential learning--knowledge which comes from having done something rather than from formal, classroom instruction. But many college programs recognize only the experiential learning that comes from paid work, and they ignore learning from nonpaid activities, such as volunteer work and homemaking.

In 1974, under a grant from the Fund for the Improvement of Postsecondary Education, my colleagues Marlaine Lockheed, Abigail Harris, and I began a study to identify the competencies that women have acquired from volunteer work and homemaking experiences. One of our objectives was to develop materials which would be helpful to women and to colleges in evaluating these experiences.

IDENTIFICATION OF COMPETENCIES

The first part of our project involved identifying the skills and competencies that women have gained through unpaid work experience. We chose to concentrate on competencies for two reasons: (1) such an approach apparently helps college staffs to understand that learning has taken place, and (2) it helps women to describe volunteer experience in terms of the work they did rather than in terms of the organizational setting.

To identify these competencies, we first reviewed the literature about volunteer work and homemaking. This review helped us to develop some rough categories for describing these endeavors. We used these categories as a basis for our next two activities: interviewing groups of women to learn more about their experiences, and conducting surveys of several groups to identify the homemaking and volunteer work activities of adult women.

THE "I CAN" LISTS

The results of these interviews and surverys revealed fourteen volunteer work areas and six homemaking areas that involve fairly large numbers of women and are fairly clearly related to topics covered in the curriculums of many colleges. From the literature on volunteer work and homemaking, and from our contacts with women's groups and volunteer organizations and agencies, we obtained task analysis or job description information about these twenty categories of "nonmarketed" work. These descriptions formed the basis for the development of a set of competency assessment tools that we called the "I Can" lists. The Council of National Organizations for Adult Education's Task Force on Volunteer Accreditation helped us develop some of the "I Can" lists for volunteers. These "I Can" lists are also useful in counseling women who wish to enter or reenter the job market.

THE WORKBOOKS

The "I Can" lists are the core of a series of workbooks that our project is producing. The first of these workbooks, "How to Get College Credit for What You Have Learned as a Homemaker and Volunteer," is designed for adult women entering or reentering college. It is available from Accrediting Women's Competencies, Educational Testing Service, Princeton, New Jersey 08541.

A second workbook, entitled "Evaluating Women's Life Experience Competencies for College Credit," is being completed by Marlaine Lockheed. This workbook, intended for college counselors, focuses on twelve basic steps needed for evaluating women's experiential learning from volunteer work and homemaking (see Table 1). The whole evaluation process involves four phases of counseling and assessment.

Initial Counseling

The first phase involves the initial counseling of women students seeking college credit for experiential learning. Three main steps constitute this phase: (1) identifying student goals, (2) identifying related background, and (3) completing the application for admission. The counseling in this phase appears to be not very different from that used in the initial counseling of other students. But many women have been conditioned by our society to place little value on the unpaid work they do in the home and in the community. It is therefore especially important for counselors working with these adult women students to assure the clients that they consider homemaking and volunteer work important, that they realize that women learn a good deal from these experiences, and that they will try to help the clients obtain college credit for such prior learning. During this initial counseling it is vital that the counselor gain a clear understanding of the student's goals and also insure that the proposed program of study is one for which experiential learning is acceptable. Often, faculty in the applied fields (e.g., business) understand more clearly the relationship between their field and experiential learning than do faculty in more theoretical fields. However, the degree of understanding varies greatly from college to college.

This counseling phase is the time to help the student examine the comparative costs and benefits (in terms of both time and money) of credit-by-examination programs and regular courses. The counselor should, of course, review the student's background to identify previous college courses or other relevant education as well as nonformal learning experiences.

Toward the end of this phase, the counselor works with the student to complete the admissions application and a financial aid application if it is needed. It is important to be sure that the adult student

Table 1*

Twelve Steps in Awarding Credit for Women's Prior Learning
from Volunteer Work and Homemaking

Initial Counseling

Step 1. Identify student goals--obtain reasons for college reentry, degree or nondegree program, credit or noncredit courses, full- or part-time enrollment, etc.

Step 2. Identify relevant student background and experiences--list previous college, credit-by-examination, nonformal learning, etc.

Step 3. Complete admissions process--obtain transcripts; complete admission and financial aid applications; provide academic advice about relationship of assessment of prior learning to degree requirements, cost of assessing prior learning, transferability of credits; describe registration procedures; provide student services information; etc.

Initiating Procedures for Accrediting Prior Learning

Step 4. Identify student's prior learning experiences--describe volunteer work, homemaking, travel, employment, etc.

Step 5. Identify learning underlying these experiences--have student review "I Can" lists and develop an outline of her prior learning experiences.

Step 6. Develop and label experiential clusters--review prior learning experiences for patterns; label and cluster related experiences; have student develop personal "I Can" lists for each cluster.

Step 7. Determine resources for documenting each experiential area--check on availability of work samples, job descriptions, awards for service, training certificates, etc.

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Table 1 (continued)

Assessment

Step 8. Identify relevant course(s) or department(s)--review lists to identify department and/or course relevance; determine whether or not course equivalent or area credits will be sought.

Step 9. Determine method of assessment--decide on formal (credit-by-examination, challenge exam, or performance test) versus informal (interview, portfolio, descriptive paper, simulation, etc.).

Step 10. Form evaluation team(s)--assign faculty members in areas to be assessed, instruct faculty in assessment procedures.

Step 11. Write assessment agreement--specify content of assessment, relation to subject area or course, method of assessment, documentation required, number of credits; refer student to portfolio preparation course, if applicable.

Step 12. Evaluation--student takes test, prepares paper or portfolio, has interview, demonstrates skill, etc.; evaluation team determines whether or not credit will be awarded and, if so, the number of credits or grade.

Getting the Credits on the Transcript

This phase is unique to each college; it involves the ways in which such credits are shown on transcript, relation to course titles, special numbers for "life experience," etc.

entering into an assessment of experiential learning understands the registration procedures and costs involved, especially how these differ from traditional courses and procedures. She should also be informed of possible problems in transferring credits for experiential learning. She must know the college's rules and regulations that may limit the number of prior learning credits or the kinds of degree programs in which these credits can be applied.

Adult women students have other special needs. This initial counseling phase is a good time to tell the woman about special groups on your campus for women and/or adult students. At this point, the counselor should also provide information about academic advisement and other counseling services, employment opportunities, housing and/or transportation, child care and health care programs, and student activities and recreation.

Initiating Procedures for Accrediting Prior Learning

For this second phase of the evaluation process, some colleges have special courses to help students develop the necessary materials prior to assessment. In other colleges, however, the student's counselor must take the full responsibility for these activities.

This phase begins with the identification of all of the student's prior learning experiences. Our workbook suggests that the student prepare a reverse chronology of her life covering her homemaking, volunteer work, employment, and travel. Then the counselor and student review this list or outline together. Using the "I Can" lists, they identify the learnings, skills, and competencies underlying these experiences. Next they group these learning experiences into clusters of related activities. After the student has labeled and clustered groups of related experiences, she can develop her own personal "I Can" lists for each area. These lists define the scope of the assessment.

The counselor then discusses with the student her available resources for documenting that she does, indeed, have the competencies she has listed. These documentation resources might include work samples, volunteer job descriptions, awards for volunteer service, certificates of training, and recommendations from supervisors and coworkers. With this information at hand, the counselor is prepared to help the student enter into the third phase, the assessment process itself.

Assessment

The student, aided by the counselor, must determine several major points. The first of these is to identify the relevance of the student's prior experiential learning to departments or to specific courses. Some colleges award credit only for experiential learning that essentially parallels that acquired in a course the college offers. Others "stretch" this rule and award credit for independent study in a given department when the learning is obviously relevant to that field but is not covered in a currently offered course. Still other colleges award general credits in a field related to the prior learning without requiring any special course designation. A number of counselors have reported that, in colleges that are just beginning to recognize the relevance of prior experiential learning, faculty are more comfortable with experience that directly relates to specific, practicum-type courses.

Next the student and counselor must determine the best method of assessing the student's prior learning in each area. The two major types of assessment are as follows:

1. Formal assessment. The student takes a test in a credit-by-examination program; or takes a college-prepared "challenge" exam for a particular course; or takes a performance examination in which she may demonstrate her skills.

2. Informal assessment. The student prepares a portfolio of her work; faculty members interview the student about her experiences; the student prepares a descriptive paper about her experiences; or the student provides a simulation, or demonstration, of her skills.

Formal examinations are most appropriate when the nature of the student's learning experiences is highly relevant to test content. The awarding of credit is usually predetermined by institutional policies for "passing" and "grade" scores.

Informal evaluation is more complex. The next step in informal evaluation of the student's experience is to form an evaluation team for each area to be assessed. These teams are often composed of the student's counselor and two faculty members from the appropriate department. If the team's faculty members have never assessed prior experiential learning, the counselor should be prepared to orient them thoroughly to their task, before the assessment itself. (Several publications to help faculty and students in understanding and preparing for the assessment of prior learning are available from the Council for the Advancement of Experiential Learning.)

After the assessment team has been formed, the members should prepare an assessment agreement. This agreement should specify (1) the content of the assessment, (2) the relationship between the assessment and the subject area or course designation, (3) the method of assessment, and (4) the number or range of credits that may be awarded. Using this agreement, the student then prepares the materials necessary for the assessment.

When the portfolio and/or other assessment materials are complete, the assessment team reviews them. They use the same kind of expert judgment that faculty members use in grading papers or assessing other course work. The student is notified of the outcome of the assessment, and the counselor then takes the action for the credits to be placed on the student's transcript. The form in which the credits are recorded may have some relationship to their transferability. In general, colleges are most apt to accept credits described as directly related to a specific course.

OVERCOMING ADMINISTRATION AND FACULTY CONCERNS

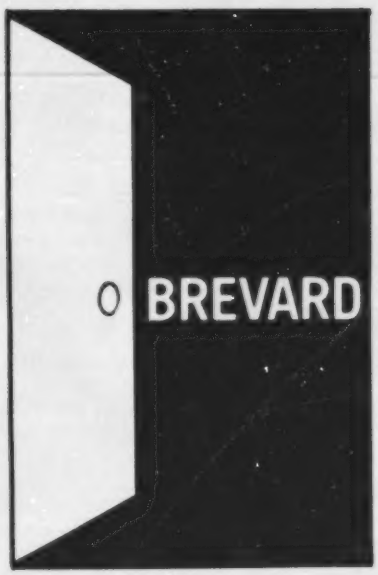
In seeking to develop a program to award credit for prior experiential learning at a community college, counselors may meet some reluctance on the part of administrators and faculty. Administrators often raise the question

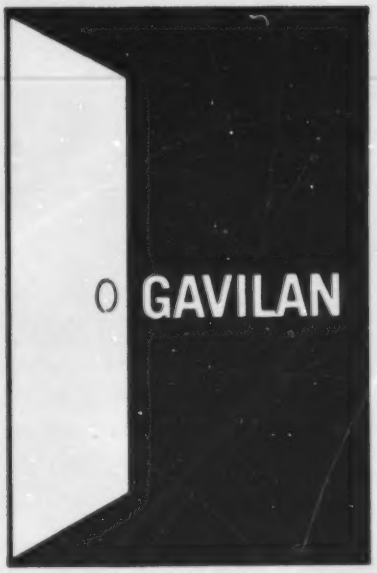
"Is it possible to give credit for prior learning without jeopardizing the college's financial situation?" For a college primarily dependent upon tuition for its operating costs, accrediting prior learning can reduce the total amount of tuition paid by a student. Many tuition-dependent colleges solve this problem by limiting the number of credits that may be awarded for prior learning and by charging for the assessment of such learning. This fee covers the counselor's time and the time of the faculty serving on the assessment teams. In addition, many colleges charge extra for courses that help students prepare portfolios to document their experiential learning. These fees help offset the loss of tuition that students in regular programs (and taking traditional courses) would normally pay to the college.

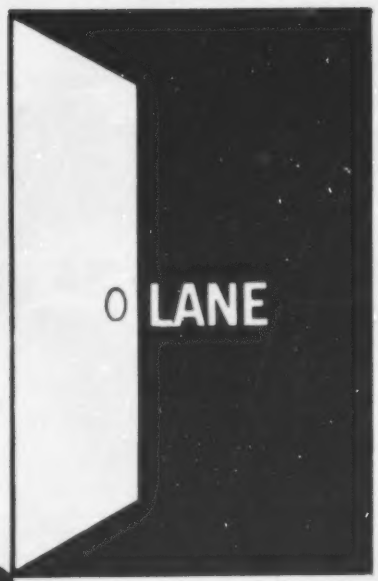
Community colleges that receive public funding from the state or local postsecondary school districts may find that this funding is related to statistics such as average daily attendance. Such funding formulas are a direct disincentive to award credit for prior learning. Funding formulas based on the number of people earning degrees are, on the other hand, an incentive to accrediting prior experiential learning. The most common practice in publicly supported colleges is a funding system in which the state and the student share the cost of assessing prior learning.

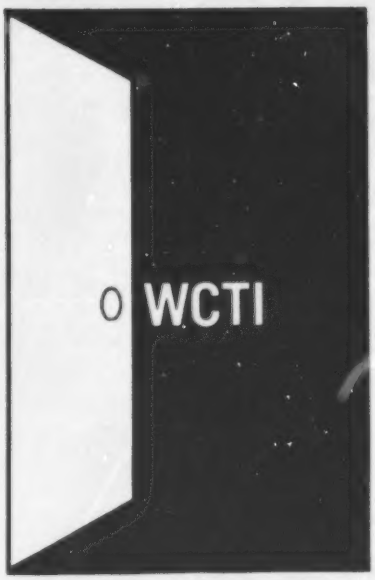
Faculty in community colleges sometimes express concern about maintaining academic standards if credit is awarded for prior learning from unpaid work experience. It is important for faculty to understand that, by their involvement in the assessment team, they have as much control over the standards for accrediting experiential learning as they do when they evaluate students for other types of learning. Some faculty may feel that practical experience is insufficient by itself and can only augment theory-based learning. One solution is to arrange for experiential learning credits to be awarded in conjunction with or after successful completion of the theoretical course work. In other cases of faculty concern, counselors have found that having women obtain credit for their volunteer work and homemaking experiences through enrollment in independent study courses is a good way to begin to move toward accrediting prior experiential learning.

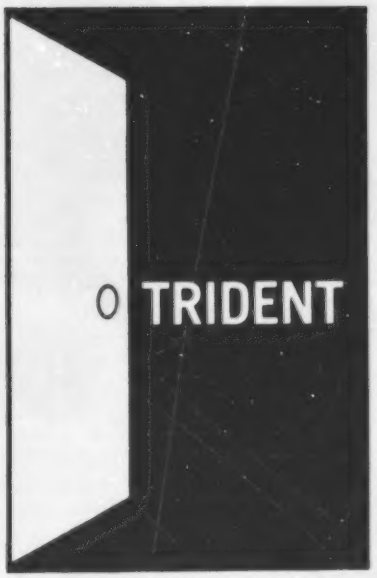
6 OPEN DOORS TO SEX EQUITY











Exemplary Counseling Models for Community College Women

Six Open Doors: Institutional Models

OVERVIEW

The best kept secret in postsecondary education today is that two-year colleges have the talent and tools to participate in a quiet revolution. The revolution is the turning of women students toward better paying career fields through "open door" equity counseling. If we pursue it with skill and determination, educational equity for men and women students can mean economic equity for women and men in a few years.

Furthermore, there are sound economic reasons for colleges to reduce sex bias, as they face a period of declining birth rates and lower veteran enrollments. Females make up the largest group of nontraditional learners, and they represent potential full-time enrollment students for the years to come. The hope of the future in all two-year colleges is open access for all nontraditional career candidates.

The female enrolling in a vocational program in 1978 faces some hard economic facts that did not exist in previous decades. Two incomes have increasingly become a necessity for families today. The number of working mothers (women with children under 18 years of age) has increased more than threefold since 1950. Working wives make a substantial contribution to family income. About 2.5 million wives (or 12 percent) who work contribute half or more of the family income. Among married women living with their husbands, nearly two-fifths of those with children under six years old and more than half of those with school-age children only, are employed. Fifty-five percent of separated, divorced, and widowed women who have preschool children are workers.

The urgency to provide females with marketable skills and a viable income potential becomes more apparent when one realizes that in 1975, approximately one family in eight was headed by a woman. Of these women, 54 percent were in the labor force, and nearly two-thirds of those women workers were the only earners in their families. In that same period, one-third of all black families were headed by women, while ten percent of all white families were headed by women.

During the last 50 years, the profile of the average female worker has changed substantially. In the 1920's, she was 29 years old, single, and employed as a clerk or factory worker. Today she is a 35-year-old woman in one of a great variety of occupations. Almost seven out of ten of these women workers have full-time jobs at some time during the year, and four out of ten work at full-time jobs the year around.

The occupational distribution of women is still quite different from that of men, and the disparity between incomes is startling. Women are more apt to work in the lower paying grades of white collar work, even though their average educational level is equal to or exceeds that of their male counterparts. According to a 1974 Department of Labor study, the median income of women was $6,772--just over half the median of $11,835 for men. We seem to be regressing rather than progressing toward salary equity--in

1955, the salary gap was only $1,533. The ever-widening gap between incomes for women and those for men is one of the most disturbing inequalities.

The female who starts working in 1978 can expect to spend approximately 25 years in the labor force. To insure a stable economic future for the American family, females must receive vocational training in fields that will provide upward economic mobility.

America's two-year colleges, particularly the public community colleges, have a strong tradition of catering to the continuing education needs of the mature student. These colleges have been in the forefront of institutions providing special classes, counseling programs, remedial work, child care facilities, and a supportive atmosphere to women seeking to give new direction and meaning to their lives through education. However, a Center for Women's Opportunities (CWO) survey in the spring of 1976 revealed that less than half of the nation's two-year colleges had recognized the need for equity counseling by instituting appropriate staff retraining and reallocation of institutional resources to serve adequately the growing influx of female students searching for skills and credentials for entry or reentry into the labor force. The publication of Women in Community and Junior Colleges in the fall of 1977 led to demands by more and more institutions and local women's groups for "recipes for community change."

The Center for Women's Opportunities receives a flood of inquiries from two-year institutions on "how to...develop...fund...staff...reorient existing institutional resources to serve the rapidly changing needs of community college female students." The six colleges featured in Part V have made major commitments of institutional resources to address the needs of targeted populations of females in each of their service areas. Each has developed its program(s) with keen insights into the needs for sound administrative practice in a period of fiscal accountability.

Each has a different pattern of staffing, funding, and services delivery. These colleges were selected for participation after careful review of the applications of 132 colleges. The programs described are committed to sex equity in student counseling. They are exemplary of the quiet revolution.

This quiet revolution requires a commitment to a well-designed series of institutional changes. These changes will require a reallocation of institutional resources but need not place more stress on already tight budgets. Among the institutional changes made by these six exemplary programs are these:

1. A well-reasoned rationale based on a recent survey of community needs;

2. A planning strategy that involves people from the community and from the institution who are committed to economic as well as educational equity;

3. A clear definition of what new target population(s) are to be recruited and enrolled;

4. An inventory of institutional and community resources that can be used for the newly recruited nontraditional student populations, including personnel, budget dollars, facilities, and time; and

5. An implementation program plan that is cognizant of the needs of a particular student group.

Some examples of this last plan follow.

- An institution wishing to recruit, counsel, and place teenage single parents in a program designed to train and place them in industry as electronics technicians must give serious thought to their desperate need for low-cost, onsite child care.

- An institution wishing to train urban minority housewives to be vending machine repairers must include, as key elements in the plan, flexible scheduling and an intensive, short-term, developmental math course tied to the introduction to tool usage.

- An institution desiring to recruit displaced homemakers for auto body repairs must develop ways to prevent verbal and physical harassment when male turf is first "invaded."

Review the process and content of your school's recruitment planning; scrutinize the when, where, and how of your institution's outreach policies.

What do recruitment brochures, catalogues, and audiovisuals say to and about females? Are only males shown in roles requiring physical labor? Are females portrayed in passive, dependent poses? Are males ever encouraged to explore allied health careers? Are females and males introduced to multiple options for careers that clearly spell out the length of training, cost, and potential income in the years ahead? Does the institution provide support services for the handicapped--and publicize them?

How does your admissions policy look? Does the admissions plan, through benign neglect, tolerate artificial barriers for females? Such barriers include inadequate financial aid for part-time students, inadequate developmental math or science instruction, and an absence of work-study and child care programs.

Are all students provided nonsexist admissions counseling to overcome socialized anxieties about career choice?

Are males treated preferentially in specialized shop or apprenticeship programs because of artificial quota systems based on sex or age? Conversely, are males discouraged from enrolling in traditional female occupations such as nursing, dental hygiene, social services?

How long has it been since your district examined its programs for the on-the-job experience options to insure that they provide equal work? When was the last time that your institution took a long, hard look at its work-study program? Is it geared to provide male and female students with career-related experiences (and pay) that, when added to classroom experiences, will provide credentials to enter the job market with a resume that will lead to a job -- not just a job for the week or this month but a job that will be part of a fulfilling, open-ended career with potential for income growth?

Another area of concern to those pursuing the quiet revolution is vocational testing. Every two-year postsecondary institution needs to update its program in vocational testing and to include nonsexist counseling to counter the sex bias found in many of today's vocational interest and aptitude inventories. One interesting note from studies recently completed across the country is that many junior and community colleges are beginning to use testing devices other than paper and pencil to identify students who work well with tools and technologies once thought to be solely the male domain. Carefully adapted manual-skills inventories are especially helpful to those who have not had prior vocational testing or have poor reading and computation skills.

What is the significance of these preliminary access efforts? During the fall of 1976, CWO conducted a study of students in two-year colleges across the United States. CWO asked 1,166 females and 1,230 male students questions about their prior work and educational experiences, as well as what obstacles they were encountering in pursuit of educational and occupational goals. Respondents ranged in age from 16 to 76 years of age; 60 percent were under 21 and 40 percent over 21. Of the female sample, 84.4 percent were white, 9.3 percent were black, and 6.3 percent other; 80 percent had completed high school. Over half (54.5 percent) of the females were currently employed; one-third of these had full-time jobs, and two-thirds were working part time. Their reasons for enrolling were as follows:

Percentage	Reason for Enrolling
41.0	To gain skills and credentials to enter the labor force immediately upon completion of the program in which currently enrolled;

25.6	For general knowledge;
23.4	To transfer to another institution upon completion of present program (included were four-year programs and proprietary schools); and
10.0	Other (including skills refresher or upgrading).

Other findings of the CWO study that have relevance to equity counseling are these:

- Enrollments in nontraditional-occupation programs were largest where there was a well-defined plan for outreach, recruitment, counseling, testing, and placement designed to provide support systems to the nontraditional student throughout his or her training.

- In the female sample, less than 10 percent of the students had had any kind of vocational testing: good, poor, or indifferent. Their views of high school counseling were either negative or nonexistent, and they lacked a clear-cut picture of the world of work and the multiple career options open to men and women today.

- Female enrollments in the traditional programs such as secretarial science were most frequently based upon female role models from home and school experiences.

- Self-images were frequently poor.

- Students in emerging or growth occupations such as drafting, data processing management, or real estate frequently cited females as role models.

- The contacts with positive male and female role models tended to improve the self-images of the students and to provide more factual information about their chosen career fields.

- Females in nontraditional programs had strong relationships with male role models in school or home. They cited older brothers and fathers frequently as having had influential roles in career choice. They also cited support of male teachers at a "turning point" in school training. These females had a strong commitment to succeed. Generally, they were more aware of the income potential of their fields than were the women in traditional programs.

- In 400 oral interviews, CWO asked the women to identify the other factors that had influenced their career choices. Most often cited were TV soap opera characters and prime-time heroines. The TV screen provided only a very limited knowledge of nontraditional jobs. (Women who are gainfully employed are seldom home in the daytime to be so influenced by TV, but a quick review of TV Guide will alert readers to the predominance of women characters in low paying service jobs in allied health, retail sales, and clerical occupations).

Until the societal messages received by students from the media change, colleges must drastically improve the information that current students and potential students have about the changing patterns in the world of work. This means that local school districts and community colleges must develop plans to upgrade the quantity and quality of cooperative education experiences open to students, especially women students. Women can no longer tolerate being sent into dead-end, low paying, potentially obsolete skill areas.

In our 24,000-mile journey on the "Open Door" project, we asked local counselors and administrators to identify barriers to female entry into the better paying occupations. From their answers, we could identify additional areas where the quiet revolution must be pursued, such as these:

- Despite the Labor Department's call to increase the number of female apprentices from the current 2 percent level, there is an absence of concrete guidelines for opening apprenticeship programs. Of the 259 two-year colleges with apprenticeship programs, very few can relate success stories regarding recruitment of women into apprenticeship programs. Once admitted, women apprentices have shown good scholastic and skill-development records. But it takes a concerted effort on the part of vocational administrators to work with employers who have strong commitments to affirmative action, in concert with union apprenticeship screening committees.

- There was widespread ignorance of how to utilize various kinds of industrial and Federal funds to increase programs designed to attract and train women in such fields as auto mechanics, tool-and-die making, welding, and farm machinery repair.

- One of the most underutilized sources, the Vocational Education Act (and Amendments) of 1976, should be providing annual budgetary incentives for all vocational institutions to overcome sex bias between now and 1981. Reduction of sex bias was one of the key components of that legislation. It was meant to assist each institution to launch its own local quiet revolution. If a local

institution is not included in its state's plan, the administration should form whatever coalitions are necessary to revise the state's plan.

- The Vocational Education Act amendments are just one of a dozen ways that open-door colleges can package funding to provide counseling and instructional services for target populations of females. Once an institution decides on its priorities in recruitment, selection, and placement of students, then the funding approaches must follow some new planning cycles (for example, investigation of Titles I, III, VI, and VIII of CETA).

- Numerous administrators cited the need for staff retraining as a major barrier to female success in nontraditional programs. Few felt experienced in changing staff attitudes about work roles appropriate for women. There is a general concern for "fear of failure" in changing male attitudes in the trades. However, where staff had participated in sensitivity workshops on reducing sex bias in the classroom, administrators were highly enthusiastic. "It saved two jobs previously targeted for retrenchment," remarked one relieved administrator in a strongly unionized district.

- Few institutions have provided for annual review of their commitment to Title VII of the Civil Rights Act or Title IX of the Educational Amendments of 1972, and thus they have no workable self-evaluation tool for annual review of progress.

Once the doors of shops and labs open to women and men on an equal basis, what can be expected in the way of change for our students, teachers, and administrative staff? Research conducted under contract for the U.S. Office of Education offers some insights.

One study notes that staff retraining is needed to overcome sex bias in textbooks, classroom discussion, and audiovisuals. Female students in nontraditional classes can provide a needed boost to lagging morale and incentives for all students to excel if given a fair chance. Recent research indicates that when three or more females are enrolled in the same class of a nontraditional course, they provide a network of peer counseling and assistance in developing the individual women's survival skills.

The stereotypes of the past will not disappear in one semester or one school year, but there are keys to helping female students overcome them. Among the keys provided by forward-looking administrators of the "Six Open Doors" colleges are these:

- Institutionwide commitment to upgrading career counseling by professionals and peer role models from the community;

- Developing a strong support and "peer counseling" network among students;

- Developing better access for counselors to up-to-date information on current and projected job market conditions;

- Developing services that encourage enrollment in curriculums leading to jobs in growth fields with potential for high economic return;

- Encouraging visits by nontraditionally employed men and women from area industries to your campus, to provide personal insights into working relationships and career planning; and

- Awarding students credit for life experiences in the world of work.

Finally, and importantly, each institution must review the need for program advisory committees that better represent the distribution of females in the work force. It is no longer justifiable to limit women employers and managers to the traditional committees for the allied health fields, clerical work, retail sales, and cosmetology. There are women business managers and owners in all 50 States. A major U.S. Government study now points with pride to the sharp rise in businesses owned by women.

The current quest for women's rights actually began back in the late 1950's and early 1960's as the number of working women began to rise rapidly. Five major pieces of legislation have influenced the development of equity counseling in higher education in recent years. They are the Civil Rights Act of 1968, as amended; Title IX of the Higher Education Act of 1972; the proposed Equal Rights Amendment of 1972; and the sex equity provisions of the Vocational Education Act of 1976. To these landmarks of legislation the #504 Regulations of 1977 add additional weight. Each of these legislative and regulatory statutes has broad implications for equity counseling.

Much economic and legal progress for women was made in the late 1960's and early 1970's. Barriers to fair and equal treatment in education and employment are now clearly against the law. These inequities and restrictions have been a visible concern in the career development of women; however, the countless other barriers to women's participation in the work world are more subtle and, consequently, exceedingly more difficult to change. They are developed and reinforced in the home, by the family, and in the school and community, especially in vocational education. Since occupational education is uniquely related to the economic status of women, two-year colleges must focus on the educational and economic needs of women who are beginning to be in high demand in today's labor market.

PROCEED

PROGRAMS FOR REDISCOVERING OPPORTUNITIES FOR
CONTINUED EDUCATION, ENRICHMENT, AND DEVELOPMENT

BERGEN COMMUNITY COLLEGE

PROCEED was developed at Bergen Community College, Paramus, New Jersey, to integrate all the services, programs, and community-based facilities of this large, urban-suburban college. It has proved most valuable in helping the college to serve better the needs of women from all racial and socioeconomic backgrounds.

BACKGROUND

The growth and development of the women's programs at Bergen Community College in Paramus, New Jersey, reflect both the changing educational needs of urban and suburban women in the 1970's and the effort and commitment of the college to identify and respond to these needs. Formerly content with finding fulfillment through marriage and motherhood, women are now questioning their life choices and personal expectations. In increasingly large numbers, women are developing new lifestyles and exploring new options. As they reach out to learn more about themselves and the world around them, they realize that they need information, as well as a support system and a sense of identity, before they can develop a plan of action.

The PROCEED Concept

For hundreds of Bergen County women, the search for self and the exploration of new options has been aided by the PROCEED program developed at Bergen Community College in 1977. PROCEED--Programs for Rediscovering Opportunities for Continued Education, Enrichment, and Development--recognizes that many women want to begin or change careers, to develop new skills, or to achieve personal enrichment. PROCEED offers these women degree programs, noncredit courses, a Women's Center, convenient scheduling, counseling, child care, support groups, and a club for returning adult students. This comprehensive program is designed to provide women of Bergen County with the appropriate guidance needed to develop personal, educational, and employment goals.

History and Development

PROCEED is the culmination of programs begun earlier in the decade. In 1973, Bergen Community College demonstrated its commitment to women's education by establishing a noncredit program known as the Women's Institute. The program was sponsored by the college's Department of Community Services through a special outreach counseling service established at the college's Adult Learning Center and through a few workshops offered by the Department of Student Personnel.

The enthusiastic response to this program prompted the creation of additional programs and services. Moreover, as women's needs in these areas have grown and diversified, the college continues to respond, involving an increasing number of faculty and staff, identifying administrative leadership, supporting outreach and recruitment programs, and accepting responsibility for providing financial support.

PROGRAMS AND SERVICES

The Women's Institute

This program of self-sustaining, noncredit learning experiences includes career planning workshops, enrichment courses, training programs, and refresher courses. The courses, intended for women of all ages and educational backgrounds, are scheduled for the daytime, evenings, and weekends. The six courses initially offered were career planning, pre-retirement planning, women and politics, office skills, women and finances, and a program on management training designed especially for women. Over the past 5 years, the variety and number of courses, workshops, and seminars have increased markedly, but some of the original courses are still offered.

Of the 44 individual courses now offered, none is more popular than the career planning workshop, "Women in Transition." This six-session course, designed to help participants make choices among career and educational alternatives, is offered three or four times each year and is always quickly filled. It includes an optional vocational "interest and aptitude" inventory. Cost to participants is minimal.

Other popular programs of the Women's Institute are "The Profits and Pitfalls of a Business of Your Own," "Women's Health Day," and "Dealing With Divorce," all one-day programs, as are some courses--"You and Your Finances" and "Math Anxiety Workshops," for example.

Most participants in the Women's Institute program are middle-aged, middle-income women. Half are high school graduates and half are college graduates. Very few have advanced degrees.

Instructors for the programs are college counselors, faculty members, and community leaders. Many courses are cosponsored by agencies such as the Women's Bureau, the Department of Labor, the Small Business Administration, and the local Chamber of Commerce.

The Women's Center

An outgrowth of the Women's Institute, the Women's Center was formed to meet the expressed desire of women to meet on an informal but regular basis. This free program features talks by college faculty members and community residents, discussions, and films. Attendance averages 50 persons per week. It is an effective recruitment aid for longer-term training.

In addition to these programs, the Student Personnel Department and the Community Counseling Service at the Adult Learning Center offer free counseling designed to help women define their educational and vocational

goals. Career planning and interest testing, along with information on educational programs, financial aid, and local employment opportunities, are also offered.

The OASIS Club

OASIS--Once Again Students In School--emerged in 1976 in response to adult students' desires to help each other adapt to college life. This organization meets twice a month to discuss topics of interest and to share mutual concerns. OASIS is a self-help membership club of returning students; it sponsors speakers, tutorial services, and carpools, among other things.

Services Center

Another vital component of PROCEED, launched in 1976, is the storefront Services Center in downtown Hackensack, in the former Hackensack Record building. Friendly, biracial staff with multilingual capabilities provide information, counseling, referral, and short-term training to inner-city women. They offer assistance with adult basic education, high school equivalency tests, and apprenticeship training, as well as college courses. A small careers library has been started. Services are available to walk-in clients as well as by appointment. Practical, short-term workshops on job search, resume writing, and interview techniques are especially popular. Services are either free or low-cost. Financial responsibility for the building is borne by the college.

County human services agencies and the State Department of Labor find that this site is an excellent place to refer clients with training and educational needs, since a countywide bus service stops at the corner. This same bus service has added a trianguiar route that also links with Bergen's suburban campus and Ramapo College, a four-year institution.

The downtown site helps to overcome the natural fears of barriers that many low-income women expect to encounter. When necessary, the Services Center staff accompanies client groups on their first visit to the Bergen campus to smooth the way through registration, financial aid, and campus orientation.

RECENT DEVELOPMENTS

In 1977, the PROCEED concept was originated to consolidate efforts to meet the educational needs of adult women in Bergen County. All components of women's programming (Women's Institute, Women's Center, OASIS, and counseling services) were unified under the leadership of Virginia Laughlin, Dean of Students. A female faculty task force was created to

work with the dean in the existing programs and to develop an all-inclusive, collegewide program. Special registrations for first-time program enrollees, counseling support groups for women returning to education, and an evening lecture series called "Perspectives" were added to the existing programs.

Learning Resources Center

As PROCEED has moved to integrate the activities formerly scattered among several offices and divisions of the college, a new sense of unity and commitment has developed throughout the college. Staff of the Learning Resources Center, for example, point with pride to the expanding Career Exploration Collection that includes both printed and audio-visual materials. The Career Exploration materials are attractively displayed on open shelves for easy access and are available to both students and visitors year round. Interlibrary loans of hard-to-find technical information can be arranged through a statewide clearinghouse.

Orientation Sessions

To inform the public about PROCEED and the diverse offerings available for women at Bergen Community College, a morning and an evening orientation session were held in both the fall and spring semesters. In addition, workshops on decisionmaking and self-assessment were held. The success of these orientation sessions demonstrated that more and more women are choosing to pursue lifelong learning, and the offerings of Bergen Community College are useful in generating additional enrollments.

Specialty Programs

Under CETA grants and contracts, the college has provided technical assistance and counseling to several subpopulations of Bergen County through the Office of the Dean of Continuing Education.

The CETA program proposals were developed by Continuing Education Office staff in consultation with the other programmatic offices of the college. Currently under study are several CETA proposals focusing on job retraining for other subpopulations, including out-of-school youth and the elderly.

Artists-in-Residence Program. In a downtown location, area artists (including many women) and craftspeople sharpen their skills. Each is admitted to the program following a juried evaluation of skills, need, and personal commitment. Participants receive training in marketing techniques and budgeting. Several exhibits on campus have resulted in purchases and gifts of artworks for the college campus.

Community Orchestra. A community orchestra has provided income for its participants, along with many enriching experiences for school children and adult audiences in the county.

Career Counseling Program. This special program for low-income women, especially those on welfare, has drawn praise from public agency personnel because of its success rate in motivating women who formerly felt defeated by "the system." This short-term program offers individualized vocational testing and group activities to reinforce positive attitudes toward personal growth.

The PROCEED Task Force is continuing to expand its involvement with other community-based agencies. During the spring 1978 semester, this group, in cooperation with the Women's Bureau of the U.S. Department of Labor, sponsored an all-day career conference, "Moving Into the World of Work." Plans include publication of a newsletter and the establishment of a PROCEED Scholarship Fund. In addition, the following possibilities are being explored:

- Identification of a special location--"The Women's Place"--to be set up as a clearinghouse for information, a women's library, and a support counseling center.
- Development of women's studies courses.
- Offering of a credit-option, interdisciplinary course entitled "Women in Contemporary Society."
- Appointment of a full-time coordinator for PROCEED activities. The coordinator will be funded by the college and will report to the Dean of Students.
- Scheduling of additional programs in the community to attract minority women.
- Extension of child care services to evenings and weekends.
- Sponsoring of inservice workshops for faculty to increase their understanding of adults who are continuing their education.
- Inclusion of extracurricular activities such as a women's film festival, meetings with women legislative leaders, and guest lecturers.

- Expansion of available proficiency exams and the introduction of "credit for life experience" options.

- Training of peer counselors.

PROCEED's success can be measured in both quantitative and qualitative terms. It has enriched the lives of thousands of community women over the past eight years. It has been of significant assistance to women who would have had no help without it.

OCEW

THE OFFICE OF CONTINUING EDUCATION FOR WOMEN

BREVARD COMMUNITY COLLEGE

The program development and counseling model initiated at Brevard Community College, Cocoa, Florida, has been a pioneer in developing services for three distinct populations:

1. Women in transition,
2. Women of minority groups, and
3. Women with low incomes who are seeking job skills and credentials through training.

Staff members of the Office of Continuing Education for Women provide services both on campus and throughout their county. The population served is both urban-suburban and farm-based.

BACKGROUND

Brevard County in Florida is classified as an urban-rural area, but it has no large urban areas. It is 70 miles long and 15 miles wide, and there is very little public transportation. Unemployment is high, as are rates for alcoholism and divorce. Typically, as in many Southern communities, women are not encouraged to enter better paying occupations traditionally held to be "male" provinces. There has long been a need for programs to help many in the female population who want to improve their self-image and to acquire, rapidly and at low cost, skills and credentials that are marketable for pay above the minimum wage.

To serve these women, the Council for Continuing Education for Women was formed in 1969; its members were interested volunteers. In its meetings, the council developed concepts and later held a number of special-interest seminars. The first center for information and referrals was set up in office space provided by Brevard Community College, and with a staff of part-time volunteers.

In 1974, a Women's Education Development Incentive (WENDI) grant was awarded under the Comprehensive Employment and Training Act (CETA), Title I. The grant made it possible to establish a transition course for women who want to identify or clarify their goals in order to pursue further training or to enter the work force directly. The Office for Continuing Education for Women (OCEW) at Brevard Community College now administers the WENDI grant as well as related, institutionally supported continuing education courses for women.

The first WENDI class was rapidly filled before it could be publicized. Subsequently, one newspaper advertisement prompted more than 100 phone calls from women requesting to be put on the waiting list. The program's staff rapidly grew from one teacher-counselor and a secretary to include 18 part-time teachers, four part-time employees, and one full-time employee.

Since its inception, the WENDI Program has been delivered in villages, retirement housing complexes, Patrick Air Force Base, and the towns of Cocoa Beach, Cocoa, Melbourne, and Titusville. The WENDI Program has successfully counseled and trained over 4,000 women. OCEW goes to meet the women, wherever they are--in shopping center or supermarket community rooms, fire halls, etc. Recruitment work goes on in well-baby clinics, food stamp purchase lines, revival meetings, and PTA get-togethers. Annually, WENDI has generated revenues for the college in excess of staff and facilities costs. It has built goodwill for the college through a well-planned media campaign. The percentage of females enrolled in credit programs has steadily risen in recent years to more than 50 percent of total enrollment.

During the third year of WENDI's operation, Brevard Community College developed and implemented another significant program entitled Work Opportunities for Women (WOW), funded under CETA, Title III. The main purpose of

this program was to locate women candidates for nontraditional training at Brevard Community College, and to supply on-the-job training and job placement through a job readiness-work preparation course.

OCEW's staff members come from all the various racial, ethnic, and socioeconomic backgrounds found in the area. Through a strong staff development and inservice training program, the staff as well as the students have experienced upward mobility. For example, one staff member has moved on to head a large CETA program. One black staff member (a divorcee) who came to OCEW without a degree but with a strong determination to improve herself, now heads a similar women's program at another Florida college. The OCEW programs have had consistently good attendance by black women, partly because of the ongoing outreach efforts by black staff members.

Five years of experience in the women's programs at Brevard Community College, research into other programs in the United States, and investigation of the literature on related subjects all indicate that peer group counseling as well as role-model "facilitators" help enhance the image women have of themselves and thereby smooth the women's transition to training, schooling, or work.

The core of both the WENDI and the WOW programs is an intensive peer group counseling course with a role-model "facilitator." The WENDI course lasts six weeks; the WOW course offers four weeks of intensive training preparatory to possible placement in a year's training program in a nontraditional field.

OUTREACH, RECRUITMENT, AND ADMISSIONS

Outreach

Because transportation is a problem for the disadvantaged, classes are offered in accessible locations such as supermarkets and community centers and scheduled for time convenient for working women. "Vocational Readiness-Job Preparation" (WENDI), "Vocational Planning for Minority Women," and the Continuing Education for Women classes are offered off campus, in all sections of the county, as well as on campus.

To insure that women hear about the programs, the Office of Continuing Education for Women maintains contact with community social service and employment agencies; churches; State and local organizations; clubs; civic organizations; and social groups. Some of the groups contacted are these:

- State Department of Labor's local Employment Service Office;
- County Welfare Office and its staff;
- County Manpower Council (CETA);

- State Department of Higher Education and vocational education offices; and

- Voluntary organizations such as Grey Panthers, Girl Scouts, Campfire Girls, and YWCA.

Referrals are made by agencies such as the Florida Employment Security Commission, Vocational Rehabilitation, Mental Health, and Family Services; law enforcement agencies; halfway houses; and the Women's Center in Melbourne, Florida. More than 4,000 persons are on the mailing list for course schedules and newsletters. Brevard Community College includes the OCEW course schedule in its mailouts. Publicity is also provided by newspaper, television, and radio, and through the newsletters of such organizations as Federally Employed Women, Kennedy Space Center, and Patrick Air Force Base.

Recruitment

Recruiting women to take nontraditional training and to look for nontraditional jobs is a continuing process. Effective techniques include radio and newspaper publicity, and routine contacts made with human resources service agencies. Probably the most effective recruitment of women for nontraditional training or job search occurs in the WENDI classes themselves. By increasing the students' self-confidence, the six-week program provides the impetus many women need to seek training or employment.

Students are recruited by four methods:

- Visits with Head Start mothers in the Cocoa area about the WENDI program;

- Visits to local high schools on career days--with a slide show introduction to Vocational Programs featuring the WENDI and WOW programs;

- Information booths at local shopping centers which distribute class schedules and program brochures describing WENDI programs; and

- Seminars and workshops to preview the WENDI/WOW techniques, featuring distribution of program brochures and class schedules.

Admissions

Admission may be arranged by mail or phone, by registration at any of the four Continuing Education offices in the County, or by inclass registration at the first class meeting. Women may also register at seminars and workshops. Special preregistration is arranged for disadvantaged applicants.

FINANCIAL AID

The basic sources of financial aid are Brevard Community College and CETA. Financial aid for the economically disadvantaged is available through CETA under Title I. This includes stipends of $2.65 per classroom hour, plus mileage of ten cents a mile ($10 per week maximum), child care, and dependent allowances for those who qualify. An incentive of $30 a week is paid to those receiving welfare--Aid to Families with Dependent Children (AFDC) or Social Security Income Assistance (SSIA). Brevard Community College sometimes waives tuition. Tuition scholarships are sometimes available from local organizations and agencies.

COUNSELING

The Brevard Community College women's counseling services are open to all women, but the target population includes female heads of households, women with low incomes, AFDC clients, former offenders, and members of minority groups. Women enter the counseling program through an initial session with the counselor, by referral from the central CETA office, or by registering for any of the courses.

Group and individual counseling are offered for personal and vocational concerns. In the initial interview, multiple personal problems--low self-esteem, child care complications, fear of change--often surface. These problems must be handled before specific vocational and educational goals can be determined. (Women with legal or psychiatric or other health problems are referred to appropriate communtiy agencies for help.)

The first step is to determine the woman's immediate need: learning skills to find a job, building self-confidence, improving communication skills, or exploring career options and the kind of education needed to prepare for the career choice. Then women are referred to appropriate Continuing Education for Women classes.

One-to-one counseling is available for each woman at any time. Participants are encouraged to have one counseling session before they enroll in any courses. Thereafter, individuals make appointments as the need arises, to crystallize career options and to work through personal problems related to school or career planning.

Widows and divorcees often need special counseling to deal with grief, anger, and resentment; to handle urgent financial problems; to develop decisionmaking skills; and to find new sources of support, affection, and companionship. Other persons needing special counseling include those who have physical limitations, test anxiety, fear of success, fear about learning math, severe reading problems, and difficulties in handling the English language.

Courses Offered

The counseling curriculum offers ways for women to define themselves in terms of past experiences, daydreams, interests, values, and personality characteristics. Skills training includes instruction in asserting oneself, making decisions, setting goals, writing resumes, handling interviews, searching for jobs, making budgets, and communicating. Students receive information about their legal rights, the job market, career options, educational programs at Brevard Community College, financial aid, career centers, learning labs, use of the library, and community resources. Of particular value is a community services handbook, updated annually.

Courses emphasizing peer group counseling with a role-model facilitator are offered throughout the county for women who need only one aspect of the program or who want to investigate only one area thoroughly. Some course titles are "Assertive Communication," "Assertive Management," "Challenge of Single Living," "Human Potential Seminars," "Sexuality and Communication," "WENDI for Retirement Age Women," "Women and the Law," and "Women as Winners."

The groups engage in role playing, hear reports, participate in panel discussions, watch slide shows about nontraditional kinds of jobs, and tour the industrial and technical areas of the college.

Women requiring further educational or vocational help in nontraditional careers take a tour of the vocational classes, meet the instructors, and have a chance to talk with women already enrolled in those classes.

Questionnaire

In the counseling sessions each woman answers a questionnaire designed to find out her feelings about working around noise and getting her hands dirty and what previous experience she has had in the use of handtools.

Women may also take any of several tests (described in the next section) which have been found to be helpful in realistic, nontraditional vocational planning.

Nontraditional Focus

Support groups for women trainees in nontraditional occupations meet for an hour each week, primarily to share problems and solutions. At the first meeting, the counselor may give the students a list of topics to investigate if the group does not bring up topics of more pressing interest. These topics may include assertiveness skills, communication skills, goal setting and achievement, and organization and use of time.

In the beginning, the sessions are unstructured. Later the group becomes more structured, with the emphasis on job-search skills, including writing resumes, handling interviews, and following job leads.

Women in the one-year certificate programs have participated in these groups more actively than have women in the two-year technology programs.

The two-year technology students are offered the opportunity to attend a College Survival Skills Group in which the emphasis is on reading comprehension, note taking, studying, and test taking. Sharing with their peers the lack of confidence to cope with new materials and ideas has helped students develop methods for success among themselves, without the involvement of the counseling staff. One of the strategies is group study sessions.

VOCATIONAL INTEREST AND APTITUDE TESTS

Tests used in the counseling program include the Strong-Campbell Interest Inventory (SCIT), the Myers-Briggs Type Indicator, the General Aptitude Test Battery (GATB), the Test of Adult Basic Education (TABE), and the Miscue Reading Analysis Test.

Strong-Campbell Interest Inventory

The SCIT is used to pinpoint a woman's occupational interests. Before the counselors administer the basic SCIT, they encourage each woman to consider the gamut of occupations, not just those traditionally open to women. In interpreting the SCIT, the counselors emphasize general themes rather than specific occupations, in order to present more options to the test taker. The "Occupation Finder," a booklet that categorized occupations according to six orientations, and the Dictionary of Occupational Titles can help expand women's awareness of careers related to their interests. To overcome sex bias in this test, OCEW staff members use these tools to interpret the test results.

Some problems have been identified with the use of SCIT. One is that women have been conditioned to dislike (or suppress their liking for or interest in) investigative tasks. Also, the SCIT shows frequent high interest in two areas or themes that have long been considered opposites: the conventional and the artistic; this paradox may reflect the high societal premium placed on orderliness for women.

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator poses situations calling for the individual to exercise perception and judgment. The results are correlated with job skills; introversion-extroversion scales give indications of the kinds of jobs and work environments the test taker prefers. The test poses the "types" in a positive way, thereby contributing to the test taker's self-esteem.

General Aptitude Test Battery

The GATB (U.S. Department of Labor) helps define general and occupational aptitudes. As with all testing, the results of the GATB are never used alone, but are always correlated with other information about the test taker, such as work history, school records, hobbies, interests, physical ability, and personal economic situation.

Test of Adult Basic Education

The TABE measures the students' current achievement levels in reading comprehension, vocabulary, mathematics, and spelling. Once the TABE results are in, students with achievement below eighth-grade levels in any skills are encouraged to upgrade those skills in the Singer Skills Lab.

The Singer laboratory on Brevard's campus is equipped with 16 stations (carrels) with audiovisually administered skills tests that do not require reading. Each station tests for a single skill, such as eye-hand control, peripheral vision, simple wet-and-dry measurements, manual dexterity, and familiarity with tool use. This lab is one of the plus factors of Brevard's counseling of low socioeconomic and minority women.

Miscue Reading Analysis Test

The Miscue Reading Analysis Test is given as an auxiliary technique in the College Survival Skills Group. OCEW staff administer the test with assistance from the college counseling staff.

JOB DEVELOPMENT AND PLACEMENT

Job development and placement consists of two essential components: (1) a two-week intensive class in employability skills, using the peer counseling structure under the direction of a trained vocational counselor; and (2) an ongoing job development program with local business and industry.

Classes in Employability Skills

The employability skills classes consist of 20 students who contract with the counselor to find employment within a two-week period. The students write resumes, develop job leads, make telephone calls, simulate interviews, fill out applications, and counsel one another in the group.

Once the resumes have been developed, job seekers are required to make 10 phone calls per day to develop job leads. Leads result from calls for information, such as the name of a contact person within a business or industry, an appointment for an information interview, or an appointment for a job interview. Calls to develop leads may be made to relatives and friends, places of business listed in the phone book, or contacts obtained from the placement coordinator.

Printed scripts are available for role playing all aspects of the job-finding program so that the students may gain confidence in the classroom before developing job leads or approaching personnel departments for the all-important job interview.

Both the trained counselor and group members encourage the women participants, and help rebuild self-confidence that may be lost when a participant is rejected during a job interview. This rebuilding process is vital if a woman is to continue her job search.

Job Development Program

A coordinator, who routinely visits places of employment in the community, conducts the job development program. The local Chamber of Commerce supports the job development efforts by asking its members to list any job openings in the chamber office. Information about job openings is routed to the job coordinator, who matches the opening with the applicants in the placement file. These openings also provide the job leads the students follow up.

In addition to working with the Chamber of Commerce, the coordinator works with the Manufacturing Association, the Personnel Association, and various labor organizations to develop leads.

OTHER RESOURCES

People

The counseling programs can use guest speakers with expertise in financial planning, physical fitness, interviewing, grooming, legal rights, self-defense for women, nutrition, development of self-awareness through art, retirement, sexuality, communication, and death and dying. Persons qualified to do special kinds of testing can be helpful. Additional resources include counselors, successful women who can be used as role models, and people from the business community and service organizations.

Organizations

Many national and local organizations are involved in the program; these include Mental Health Associations, Vocational Rehabilitation programs, Senior Corps of Retired Executives, American Association of Retired Persons, Business and Professional Women's Clubs, other women's clubs, American Association of University Women, Family Services, Credit Counseling, Chamber of Commerce, Federally Employed Women, police and sheriff's departments, Southern Bell Telephone, NASA, Brevard County Personnel Association, Brevard County Manufacturing Association, Agricultural Center, League of Women Voters, Woman's Center of Melbourne, other colleges and universities, vocational advisory committees at Brevard Community College, banks, insurance and real estate agencies, stock brokerage firms, and the public schools.

REENTRY PROGRAM

GAVILAN COLLEGE

In Gilroy, California, the needs of rural women--and, more recently, men--reentering the world of education have been addressed with skill and compassion by Gavilan College. This model is readily transportable at low cost to institutions seeking to focus on the needs of rural and minority women. Among its unique features are a two-county outreach plan, trained bilingual peer counselors, regularly scheduled on-campus group visitations by staff and clients from area human services agencies, location of offices and support services within the social science division of the college, and block scheduling of classes and preferential registration options.

WOMAN IN TRANSITION

A woman in transition may be one who, because of life crises such as death, divorce, desertion, or economic difficulties, needs assistance in making reasoned decisions about her future. Her big question is, "What am I going to do with the rest of my life?" The woman in transition may have been affected by the extreme social changes of the past several years; she may be middle-aged or older.

The woman in transition may be confronted with the "empty-nest syndrome" because her children have left home for college or for careers of their own; for the first time in two decades she has time and energy for herself. And subconsciously she may be thinking, "It's my turn now! I want to explore and discover the real me."

The woman in transition may feel very lonely in her new realization that her future life depends on what she herself does. She receives conflicting messages--in an expected lifetime of 75 to 80 years, she will probably outlive her spouse. But she sees young women portrayed as the ones having all the positive experiences in career development that she missed, for any of several reasons: early marriage and childbearing, incomplete education, inadequate training.

The woman in transition may be excited, but she is also afraid. She needs help--and help is available from programs such as the Gavilan Reentry Program.

BACKGROUND

Gavilan College in Gilroy, California, was a pioneer rural community college. It was established as San Benito County Junior College in 1919 and operated as such until 1963, when the southern part of Santa Clara County joined the district to form Gavilan Joint Community College District. The college serves an area of about 2,700 square miles.

The Gavilan Reentry Program, formerly the Women's Educational Program,[1] began in 1972 as a part of a Title I Higher Education Act grant awarded to De Anza Community College in San Jose, California. The terms

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[1] Gavilan changed its program's name two years ago when men were encouraged to join the program. There are now 17 men enrolled. Although these men are not using all of the program's services, the program's managers hope this situation will change in the future, inasmuch as many men have problems similar to those of women who are seeking to reorient their lives through a return to education.

of the grant required that, during the third year of the project, the college staff should serve as consultants in the establishment of two other programs--one suburban, the other rural. Gavilan was chosen as the rural campus. The Gavilan program started with 25 students; it now enrolls approximately 250 students.

The objective of the Title I grant was to reach adult women who had interrupted their education and to coordinate the community resources needed to smooth the way for their return. The grant further stated that "The problems mature women have in attaining appropriate postsecondary education have to be dealt with . . . money, time, child care, lack of self-confidence and lack of specialized programs, services and counseling." Gavilan's extraordinary ability to deal with these problems over the past 6 years is attributable to a well-articulated plan that includes commitments of time, talent, and resources by members of the administration, faculty, and staff. The program staff has developed strong links with the community for the recruitment of potential students and referral of current students. The cohesive groups developed among the mature students for mutual support have served as a base for counseling outreach activities. The Child Development Center and Peer Tutoring Programs have augmented existing institutional resources.

FUNDING

Gavilan College currently pays the salaries of the Reentry Program staff members. Students from low-income families are assisted with funds from seven basic sources:

- Basic Education Opportunity Grants (BEOG),
- Extended Opportunity Grants and Services (EOPS),
- Work Study Grants,
- Supplementary Economic Opportunity Grants (SEOG),
- National Defense Student Loans (NDSL),
- Welfare (public assistance),[1] and
- Scholarships.[2]

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[1] The Reentry Program was instrumental in having the State legislature pass a special bill preventing the Welfare Department from deducting the college grants from the welfare allotment.

[2] The Reentry Program has had a Bank of America Scholarship winner for the last five years.

STAFF

The program's staff is headed by one part-time professional. Of the two regular part-time paraprofessionals on the staff, one serves as coordinator of peer counselors and handles routine scheduling of classes and programs, while the other performs clerical services. Other part-time staff persons are hired as needed to handle classes, workshops, and the like. The program maintains an office and a classroom center in the social sciences building. Bulletin boards, resource materials, and resource people are available (by a sign-up schedule) throughout the week. Trained counselors serve as role models and help with academic and personal problems. Five peer counselors, including at least one man and one bilingual person, are usually available.

The program's professional coordinator is assigned to the program for approximately 20 hours per week, to make certain that the program's plans and services meet college standards. She is designated as the faculty advisor/counselor for many of the returning students and assists them with preregistration and registration decisions and forms. She acts as liaison with faculty and administrative committees. She also attends monthly meetings of county agencies--such as those concerned with training and education--for returning students.

ADMISSIONS

There are no special prior class requirements or tests for admission to the Reentry Program. A student simply meets with an advisor and registers at the Reentry Center. The registration fee is $6.

Anyone over 18 years of age is eligible for admission to the college. It is not necessary to be a high school graduate or to have taken any college proparatory work.

Educational opportunities offered include complete requirements for a high school diploma; a vocational certificate; an associate degree; a transfer to four-year college or university; and simply, personal growth and enrichment.

SELF-EXPLORATION RESOURCES

The counseling staff and the staff of the Learning Resource Center have developed diverse tools to help students discover their strengths and weaknesses.

Among them are programed instructional modules with which an individual can readily find out his/her competencies in reasoning or computation. Professional staff and peer tutors are available to assist if the person wants to explore career possibilities that require a high degree of competence in math or science. The modules can also be used by groups.

Self-administered materials to ascertain competency in reading are also available. Staff are available to provide expert (but nonthreatening) interpretations of all interest and aptitude inventories or tests. For individuals with deficiencies in any academic area, the college has a well-developed program of peer tutoring in English and Spanish.

Individual conferences are scheduled each term with faculty advisors to address both general and specific needs. Each advisor also has weekly office hours.

SPECIAL ORIENTATION

A one-unit orientation course is offered to familiarize students with the college system. Currently an introduction to the college structure, student government, support services, study skills, and the library, the course is in the process of being changed. Guidance counselors have developed, instead, a series of minicourses including "Self-Assessment," "Career Search," "Study Skills," "Study Assistance," and "Getting a Job." These courses and audiovisual materials are intended to enable students to obtain information on a more flexible schedule.

CLASS SCHEDULES

Classes are scheduled from 9:00 a.m. to 2:00 p.m. in order to allow returning students to see their family members off to work or school and then return home themselves before the members of their families do.

During the first few years of the program's operation, returning students were kept in classes by themselves, on the theory that such separation would help the returning students form a cohesive group and thereby ease their transition back to school. Subsequently, the school has found it feasible simply to group the returning students within the regularly scheduled classes.

CAREER EXPLORATION

In the Career Center of the Learning Resources Building, reentry students have access to a statewide computer network that has up-to-date job market information. A student can sit at the terminal keyboard and type out such questions as these:

- What are the projected job prospects for accountants in 1980? How much income can a two-year graduate expect?
- How much training does a person need to become a solar energy technician? Where is training available?

Within seconds the answer will simultaneously appear in print and on the terminal screen. At the end of the answers the machine will suggest additional questions that the student may wish to ask the computer, such as location and cost of training or sources of financial aid.

The career center and guidance department's minicourses aid the student in setting realistic vocational goals. The individual student is free to borrow pamphlets, books, and magazines from the extensive collection in the Reentry Program lounge or to get information on community-based resources. Nonsexist films, filmstrips, and TV cassettes are also available for individuals to use in making career development decisions.

CURRICULUM

One of the underlying principles of the curriculum developed at Gavilan is recognition of the social isolation felt by many rural women. Thus, each reentry student is encouraged to develop a curriculum plan that compensates for both prior deprivation of opportunity and current need for personal growth in a rapidly changing society.

Some classes suggested for returning students during the first quarter are especially developed to build the students' self-confidence. Among these are "The Sociology of Women," "Orientation Reading Improvement," and "Problem Solving Group." This last is a discussion group led by a qualified counselor designed to cover all personal and academic areas that may cause students difficulty.

The sociology of women course presents both sociological theories related to the female's roles in the basic societal institutions of family, religion, economy, community, and government; and insights into the conflicts caused by social change in a technological society. It complements the other basic sociology courses taught, including "Introduction to Sociology," "The Family," and "Modern Social Problems."

A new course, "The Contemporary American Woman," has recently been added to supplement the sociology of women course, because the students had requested additional time to discuss their changing roles. "The Contemporary American Woman" is a reading and discussion course that translates the theoretical base of the other courses into contemporary issues and provides insights into future options for women in our society.

Other courses suggested for the first quarter include "Career Guidance," "Basic English and Mathematics Skills," and "Early Childhood Development."

Courses suggested for returning students following the first quarter include "Health Education," "Peer Counseling," "Personal Psychology," "Mathematics With Machines," "Communication Skills," "Contemporary

American Family," and "Speed Reading." Once each year a special course on women's health is offered, and physical education courses are always encouraged.

The college has developed a "work at your own pace" curriculum in basic math, writing, reading, and typing. This formula enables students to achieve success, whatever their previous skill levels.

Because the target population is more than half Hispanic, the college has developed a series of classes to teach college-entry-level language skills to non-English-speaking students.

A Child Development Center has originally set up in the library under the direction of three agencies: Head Start, Trabajodores Adelante, and Gavilan. After some years of location and funding problems, the center is now located in a separate area. The center is not a child care facility; rather, it seeks to facilitate the overall development of the young child with the parent as a participant in a laboratory situation. The center is fully supported by Gavilan's Board of Trustees.

TUTORS

Staff members or instructors select tutors to monitor the progress of returning students; most of these tutors are selected from among members of the classes including the mature students. Additional tutoring is provided by the well-staffed Learning Resource Center. College credits (one unit for three hours per week of study) are offered students for "study assistance." Students are scheduled to spend three hours per week in the Learning Resource Center during their first quarter to encourage them to develop good study habits early.

COMMUNITY LIAISON AND SERVICES REFERRALS

Gavilan College has made a concerted effort to maintain close contact with community agencies in order to recruit students and provide students with referrals to such agencies as necessary. Reentry Program Office staff members visit such agencies at least twice a year to update the agencies' information about the college's program for returning students.

WOMEN'S PROGRAM

LANE COMMUNITY COLLEGE

Lane Community College in Eugene, Oregon, has pioneered in integrating equity counseling into all facets of the community college program. Staff and faculty members have stimulated changes in the curriculum as well as in support services. Modular courses offering "hands-on" experience in industrial skills have measurably increased women's access to better paying careers. Counseling services have been developed to serve both inner-city and suburban women's needs.

BACKGROUND

In autumn 1974, Lane Community College sponsored a workshop for women interested in nontraditional occupations. The conference title, "There's a Women in the Men's Room," suggested just one of the many problems to be overcome by women seeking to enter the nontraditional job areas--there were no women's restrooms in seven of the major vocational shop areas on campus.

Although the restroom issue may be controversial in some minds, the Eugene Register Guard of March 11, 1978, reported:

> Women at Lane Community College were flushed with success Friday, not to mention downright relieved.
>
> They had won the great tissue issue.
>
> And they had concrete (tile and porcelain) proof of their victory Friday: They "dedicated" seven brand new women's restrooms, located in such former male bastions as the welding and auto shops.
>
> . . . Getting the restrooms had become a symbol of obtaining equal opportunity for women at Lane Community College.

Restrooms, of course, merely symbolize the many additional changes that are needed, and the Women's Program at Lane Community College is attempting to effect those changes.

Philosophy

The philosophy underlying the Women's Program at Lane Community College is that the personal growth and development of both women and men has been limited by restrictive and stereotyped ideas of "appropriate" behavior for both sexes.

Women have found that sex stereotyping and bias have severely curtailed their ability to obtain interesting and well-paying work. Lane Community College, as an occupational training institution, has a particular obligation to examine its policies, programs, and services and take corrective action wherever necessary to insure that it offers optimal opportunity for both women and men.

Because few models for accomplishing this work have been developed, the Women's Program has experimented and expanded gradually over the past three years. From year to year, priorities and objectives have

shifted, but the underlying philosophy and goals have remained constant. The strategies and methods that have proven to be most effective in the Lane Community College setting are described below.

Scope

The Lane Women's Program consists of classes, services, policies, and practices that have been adapted or developed to overcome or eliminate the effects of stereotyping and bias and to expand opportunities for both women and men at Lane Community College. The Women's Program may also be described as a process by which people come together to identify needs and combine energies to find solutions. The people and the products have shifted as circumstances change, but the process is continuous. The primary function of the Women's Program Coordinator is to facilitate this process.

Why the name "Women's Program" if the program seeks to increase options for both women and men?

One of Lane Community College's basic activities is helping individuals expand their job options through vocational training. On the Lane campus, 51 percent of the enrollment for the 1977 fall term was female. But the women were clustered in just over a dozen of the over 40 occupational training programs offered by the college. Therefore the college decided to add "Women" to the course titles to indicate clearly that one of the college's priorities would be to expand opportunities for women who hope to obtain interesting, well-paid work with ample opportunity for advancement.

Preliminary Steps

In September 1974, a counselor and a community relations specialist conducted the "Men's Room" workshop already mentioned. The community's interest in women's changing roles was dramatically demonstrated; 350 people turned out to learn more about opportunities for women in nontraditional occupations. Later in the fall of 1974, the Dean of Instruction at Lane agreed to the formation of a community advisory committee to advise the college about future needs and directions related to sex equity and programming for women.

The first women's studies class, "Introduction to Women's Studies," was offered during the winter term of the 1973-74 school year.

The Specialist. The first formal step toward a full-fledged program, however, was the part-time assignment during spring 1975 of a community relations specialist to make the college faculty and staff members aware of women's educational needs. Approximately 20 to 30 Lane Community College staff members participated in workshops on sex-role stereotyping, and the newly approved Women's Programing Advisory Committee was convened.

The combination of this activity and a position paper submitted by one of the associate deans in July 1975 persuaded the college administration to extend the assignment of the community relations specialist--whose jcb was now retitled "Program Specialist"--through the following school year, 1975-76. She was, in fact, hired to work full time for one year--to assess the needs related to sex equity on campus and to make recommendations about how to proceed. Since the specialist's findings were to affect all parts of the college and its relations with the community, her salary was paid by the four major divisions of the college and the community relations office.

The program specialist had management status and reported directly to the Dean of Instruction. This experimental job was defined rather broadly:

> The primary function of this job is planning, coordinating, and initiating programs, services, and activities designed to meet special community needs arising out of changing roles and expectations of women and men in today's world. The position will provide a clearinghouse for people and agencies who desire resources, information, and referral, and will promote integration and coordination of resources and efforts.

Objectives. Specific objectives for the year 1975-76 included these:

- Setting up the Women's Program office as a clearinghouse of information;
- Generating plans for providing more effective services to women, especially women returning to school and those taking training in traditionally male-dominated fields;
- Further defining a program designed to help faculty and staff members develop awareness and skills necessary for providing nonsexist education; and
- Submitting a position paper based on the year's experiences, which would include recommendations as to placement of the program specialist within the institutional structure.

Needs Assessment. To establish as wide a range of contacts as possible, the specialist engaged in the following activities:

- Worked with the newly established community advisory committee on Women's Programing to assess the college's proficiency in meeting the needs of women students from a community perspective;

- Taught women's studies classes in order to work directly with students actively interested in women's roles;

- Participated in and helped sponsor projects with community groups and agencies, including the Eugene Women's Commission, Project Start Skill Center, and local school districts;

- Operated the Women's Program office as a women's center and clearinghouse, to generate publicity and to give people a visible place to express their needs and get assistance;

- Worked with college faculty and staff, both formally through the Human Awareness Council and informally by talking with individuals and groups, to identify campus priorities and to gather ideas for ways to meet them;

- Visited five other community colleges, Oregon State University, and the University of Oregon, to examine their women's program activities;

- Reviewed materials about women's programs received from a number of other schools and organizations; and

- Exchanged ideas and experiences at a regional sex-equity workshop, which involved people from three Northwest States who work in public schools, State departments of education, and community colleges.

Defining Tasks. During the year in which the program specialist was employed full time by Lane Community College, it became clear that there were actually two related tasks to be accomplished:

1. Developing and implementing the actual policies, classes, and services needed by students, faculty/staff, and community because of the changing work and family roles of women and men; and

2. Making the faculty and staff members aware of these changing roles and the adaptations necessary in programs, procedures, and services.

The college already had much of the basic machinery for meeting changing student needs: adult basic education classes, the option of self-paced individualized instruction in many programs, computerized job market information, an extensive Study Skills Learning Center, easy student access to individual counseling and career planning classes, and Community Outreach

Centers. The challenge was to ensure that these offerings were delivered in ways that would encourage both women and men to develop their full potential, free from sex-role stereotyping.

There was also, however, a need for special programs and services to help women students overcome the effects of past sex-role stereotyping that may have restricted their image of themselves or their ideas of "appropriate" behavior and career choice. Examples of such offerings are women's studies instruction, feminist counseling, life planning and career exploration activities, and workshops for women taking their first steps from full-time homemaker/mother to additional kinds of work or activity. Assistance in obtaining job experience and job placement in nontraditional fields, assertiveness and other communication skills training, and vigorous community liaison and outreach were also needed.

Furthermore, until appropriate changes were achieved throughout the institution, women would need special support and encouragement to meet other persons (including men) in similar situations; form support groups to articulate their needs; and learn to deal effectively with people who were insensitive, if not actually opposed, to their education and career goals. This support could be provided in large part by a Women's Resource Center.

The Coordinator. By the end of the year, it was obvious that achieving sex equity at Lane Community College was too big a job for one person, or one office, and that each department would have to assist in developing the necessary programs for students and staff. Hence the specialist recommended that a full-time Women's Program Coordinator be hired, beginning with the 1976-77 school year. With the adoption of this recommendation in June 1976, the college made a commitment to pursue a developmental, long-range approach, with institutional change being the overall objective of the program.

Rather than have the Women's Program Office offer women's studies classes, counseling, women's workshops, nontraditional job placement, and similar services, as is done in some other places, the Dean's Council decided that the coordinator's efforts at Lane Community College would be directed toward helping to establish and sustain the various services and classes within appropriate departments.

Under this plan, it would take longer to get these classes and services functioning effectively in the various departments than it would to implement them independently in a special Women's Program Department. However, the advantages were (1) avoidance of duplication of effort, (2) direct involvement of every area of the college in the program, and (3) increased faculty and staff awareness of the program (as a result of collaborating on the design and implementation of these activities).

Most important was the fact that if departments developed, funded, and assigned responsibility for these classes and services, the services would have a good chance of becoming part of the institutional fabric

and therefore would continue to exist, even if special funding of "women's programs" was later phased out.

Program Initiation

In September of the 1976-77 school year, after the position of Women's Program Coordinator had been advertised, the program specialist moved into it. She was assigned faculty status and required to report directly to the Dean of Students, since much of the work would involve helping faculty and staff members become more sensitive to student needs. Gradually throughout the year, however, the coordinator's job became more involved with establishing programs, services, and courses within the various departments.

CURRENT STATUS OF THE PROGRAM

Achievement of sex equity and elimination of sex-role stereotyping at Lane Community College remain the long-range program goals. Already a network of offerings exists throughout the college: returning women's workshops, assertiveness training, nontraditional career-planning classes in the Counseling Department; Women's Studies classes in the Social Sciences Department; a task force for women in management in the Business Department; an "Industrial Orientation" class that affects several Industrial Vocational Departments; and a "Women and Math Anxiety" workshop in the Math Department. (These workshops and classes are described in some detail at the end of the Lane Community College program discussion.)

A model for working with departments to develop these network elements seems to be emerging. Several steps have been necessary to develop each component of the network and to make that component self-sustaining. The coordinator has both stimulated action on the part of others and taken action herself, as appropriate, to accomplish an assortment of tasks:

1. Identifying the service, class, activity, or change that is needed. The need may be articulated through the Title IX self-evaluation process, Community Advisory Committee recommendation, student request, observations of members of the departments affected, or suggestions from other faculty or staff members.

2. Identifying and grooming persons with experience or interest to help accomplish the maximum positive results within the departments affected.

3. Planning the project. When possible the coordinator has served as a consultant, providing to the various departments reference materials and information about programs in other schools, and referring department members to persons with experience and training.

4. Encouraging the various department heads to support the project and to assign members of their departments to be responsible for implementation and followthrough on plans adopted.

5. Monitoring all parts of the project to insure that they meet Women's Program criteria.

6. Providing all kinds of support for the project, including counseling of persons implementing the program; advocating appropriate funding and expansion; and handling recruitment of students and publicity for the program through the Women's Program Office.

THE WOMEN'S AWARENESS CENTER

The Women's Awareness Center was started in 1975-76. The center, which is located near the classrooms, (1) functions as a central information and meeting place for students, faculty, and staff members, and members of the community to discuss general needs related to changing male and female roles; (2) generates publicity and activities that would contribute to campus awareness of those changing roles; and (3) provides support and encouragement for individual women and men experiencing conflict related to changing family and work roles.

Staffing

The jobs of simultaneously running a Women's Center, conducting the office business, and working with large groups of people on the campus and in the community put a heavy burden on the one paid staff member, the coordinator. Fortunately, Lane Community College has been able to use work-study grant money to enable eight to ten students to help staff the Women's Center each term. Practicum students from the University of Oregon have also helped in the center, and an increasing number of Lane Community College students are now earning field experience credits by working in the center.

The Federal CETA job program partially funded two positions for 1978--a program aide, from January to July, and an office coordinator, from March to September. Both received training in communication skills and center and office procedures, as well as some indoctrination about the issues and materials pertinent to changing roles and career options.

The Women's Center staff includes individuals ranging in age from 18 to 60, with a variety of experience and lifestyles. This variety is important, because the center intends to provide resources and referrals to all kinds of people and wishes to avoid being stereotyped as being helpful only to "conservative" or "radical" or "older" or "younger" women or men. Staff training is an ongoing, vital activity. Having a large and diverse staff has multiplied the impact of the program, but constant staff turnover and frequent lack of prior work experience have meant considerable need for training and supervision.

Resources

The center contains resource files; card files with telephone numbers and addresses of relevant agencies and helpful organizations throughout the community; bulletin boards for information about women's groups and activities; a "parent" file for emergencies; and a lending library with several hundred books. There is a small lounge where people can relax over a cup of coffee, talk with friends, study, or consult with a member of the Women's Center staff.

RECOMMENDED SUPPORT SYSTEMS

The Lane Community College staff recommends that colleges planning to implement a comprehensive program develop support systems including four elements:

- A community-based Women's Program Advisory Committee;
- A campuswide Human Awareness Council sensitive to issues concerning Title IX, Affirmative Action, and the #504 handicapped regulations;
- A campuswide caucus of interested professionals and paraprofessionals; and
- A student advisory panel.

WOMEN'S WORKSHOPS

Workshops are designed as a "first step" for women who wish to explore new directions and new interests but who have no clear idea of how--or where--to begin. These women may participate in workshops with an idea of

- Returning to school;
- Entering the job market or changing their job situation; and/or
- Becoming active in community volunteer work.

The backgrounds and social makeup of members enrolled in workshops vary widely--women range in age from 17 to 58 years; they are single, married, separated, divorced, and widowed; some are untrained, and others have been employed as registered nurses, waitresses, or executives in their own businesses. The workshops provide a structure within which participants explore their own values, interests, and abilities; learn to gather information about the world of work; and acquire life-planning skills, e.g., decisionmaking, goal setting, and implementation.

The daytime workshops run for one week, Monday through Friday, from 9 a.m. to 1 p.m. each day. The evening workshops meet once a week for 6 weeks. Ideally, to allow for individual, personal attention, each workshop should enroll no more than 20 persons.

Throughout, the emphasis is on helping the women feel comfortable in the college situations. The first four meetings of the daytime session are held at the newly opened Downtown Center. The last daytime meeting takes place on campus, so that participants become acquainted with the campus.

The women are encouraged to assess their interests, values, and abilities with a view toward changing them. A financial aid specialist presents information about financial resources for women reentering education. A counselor speaks to the group about aids and hindrances to decisionmaking. Former workshop participants tell the group about their activities following their workshops. Each participant is encouraged to implement a "next step" after the workshop. Generally the participants arrange to meet at one of the women's homes the week following the course to provide followup support and encouragement to one another. In addition, appointments are arranged for the women to take the Strong-Campbell Interest Inventory. During the following term, at least one activity (such as showing the film "Tell Me Where It Hurts") is arranged to encourage the women to get together again on campus.

INDUSTRIAL ORIENTATION--SPECIAL TRAINING DEPARTMENT

Although some women have enrolled in various "men's" programs over the years at Lane Community College, few ever graduated. In the spring of 1977, the first significant progress was made toward finding ways to provide better support to women in these programs, with the offering of "Industrial Orientation." This course was first offered on a pilot

basis; it is now offered every fall and spring as a regular prevocational class.

Purpose

Developed to help more women and men qualify for skilled trades, the workshop focuses on persons who lack even an elementary awareness of the required mechanical and technical skills. These are individuals who have never built anything; who have never taken shop or drafting classes; who lack basic mechanical skills; and who do not consider the skilled trades as available options.

Method

Industrial Orientation teaches these people terminology, "hands-on" use of tools and equipment, and safety and training requirements of jobs in eight different industrial fields. Because passive learning by reading or watching films is clearly inadequate, students actually participate in job activities of these eight areas. From their experience, students learn more than routine job activities; they learn basic skills, the "feel" of the work, ways in which their own abilities and interests can be developed into marketable skills. As a result, they begin to consider actively and realistically the possibility of being skilled workers.

Content

The Industrial Orientation program consists of nine model courses: "Drafting," "Mechanics," "Woodshop," "Electronics," "Blueprint Reading," "Machine Shop," "Construction," "Welding," and "Industrial Environments." In "Drafting," the students learn the basic skills of drafting while drawing the plans for their woodshop and machine shop projects. In "Mechanics," they learn automotive systems and performance while working on their own cars; they learn component functions while disassembling and reassembling units such as transmissions, and doing tune-ups and brake jobs. In "Woodshop," students use planers, jointers, and a variety of saws to build bookcases. In the "Electronics" laboratory, students develop understanding of basic electricity and electronics as they use components and testing equipment. In "Blueprint Reading," students learn the meaning of scale and symbols, develop spatial relationship skills, and build models from blueprints. In "Machine Shop," students begin learning the structure and properties of different metals. They use the drill press and lathe for several machine projects. "Construction" draws on skills learned in "Drafting" and "Blueprint Reading," as students mix and pour concrete and frame, drywall, and roof a building. In "Welding," students learn to strike an arc and use gas, arc, and inert gas processes to join metal peices.

In "Industrial Environments," students take field trips to industrial shops and sometimes work briefly with employees. They also learn about apprenticeships, the importance of math skills in technical careers, the requirements of work in industrial settings, and some possible solutions to problems they might encounter.

For Industrial Orientation, students may register for from one to ten credits, depending on their needs. Students attend class 12 hours per credit. Because classes are experimental, no tests are given, and pass/no pass "grades" are given. The pass/no pass system has been found to alleviate much of the anxiety students feel as they try skills that are new.

WOMEN'S STUDIES--SOCIAL SCIENCE DEPARTMENT

The Women's Studies classes seek to help students recognize the ways in which sexism and other biases (1) affect the day-to-day world; and (2) affect the ways in which the world has been pictured, described, and analyzed for them as they have grown up. Students learn to recognize how the role of women has often been obscured and ignored within traditional academic disciplines and how women are often defined in "male" terms. Women's Studies classes are operated by the Social Science Department. Each class offers three credits of college transfer credit.

WOMEN AND MATH ANXIETY--MATHEMATICS DEPARTMENT

In the fall term of 1977-78, the Math Department hired a person to work half-time to find ways to increase women's enrollment in math classes. This person investigated the literature on the subject and produced a paper on her findings, conducted an extensive needs survey, met individually with students, and planned a course to be offered on an experimental basis during the spring term 1978, called "Women: Freshen Up Your Math Skills." Its success has led to plans for additional offerings.

WOMEN IN MANAGEMENT TASK FORCE--BUSINESS DEPARTMENT

During fall term 1977-78, two faculty members attended an off-campus seminar for women in management. As a result, a task force was formed that included the two instructors, the Women's Program Coordinator, and one of the Associate Deans of Instruction.

The first project, cosponsored by the Lane Community College Business Department and the Women's Awareness Center, was a seminar, "Coping with Power Systems," held on the campus during the winter term 1977-78.

The workshop provided its sponsors with an opportunity to assess community interest in this topic and to generate the beginning of a mailing list of people interested in management training opportunities for women. Additional workshops are contemplated to explore emerging occupations in new fields such as energy or other new technologies.

RECRUITMENT MODEL PLAN

In 1977, the Oregon State Department of Education awarded Lane Community College's Career Development Coordinator a grant of $3,500 to write a model plan for recruiting women into nontraditional career training. The result was a demonstration workshop in the fall of 1977 that attracted more than 40 educators from community colleges around the State.

During the winter of 1977, the Oregon State Department of Education awarded Lane Community College $17,000 in vocational education funds to hire a person full time to coordinate the Industrial Orientation class, to provide vocational information to students and the community, and to work with employers to cultivate cooperative work experience placements and employment opportunities for graduates.

It is anticipated that programmatic efforts for women students will continue in the years to come.

FACET

FEMALE ACCESS TO CAREERS IN ENGINEERING TECHNOLOGY

TRIDENT TECHNICAL COMMUNITY COLLEGE

How can a community college build awareness of increasing career opportunities among high school girls and minorities and encourage them to enroll in technical training programs? One positive approach has been developed by Trident Technical Community College, Charleston, South Carolina, which successfully combines an outreach media campaign with an integrated vocational counseling program.

BACKGROUND

Trident Technical College (TTC) is part of a statewide system of postsecondary technical and comprehensive education established by an act of the South Carolina General Assembly in 1962.

Trident, an occupational and vocational training institution, is located in the historic Charleston area, which includes the South Carolina low country. The student population comprises approximately 7,000 full-time and 14,000 part-time students who come from three counties.

The Problem

Getting women into better paying jobs is more easily said than done. But this feat can be and is being accomplished at TTC in Charleston, through a project called FACET--Female Access to Careers in Engineering Technology. Program developers at the college say that their project will work for any 2-year institution but that to succeed, the program requires (1) marketing plans; (2) special efforts in recruitment, selection, and counseling; (3) a careful program of academic upgrading and instructional sensitivity; and (4) "an across-the-board commitment from all segments of the institution."[1]

At Trident, which is mandated by State law to meet the employment needs of industry and business while serving the personal and occupational goals of individuals, the following situations had developed as of 1976-77:

1. Enrollment in the college's seven engineering technology programs was dropping, forcing unwanted course closings and faculty layoffs; accordingly, the number of graduates available to industry was dropping.

2. Industry was being pressured by Federal guidelines to hire women in engineering technology fields, but there were no qualified women to be employed. In fact, in 1976 there was only one woman in an engineering technology graduating class of 132 students.

3. Unemployment (and underemployment) of women in the Charleston area was markedly greater than that of men.

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[1] From Mary Allen Jolley, Vice President for Development and a prime mover in the effort.

Female high school students with good skills in math and the sciences needed accurate career guidance information to make informed choices about postsecondary educational options that lead to skilled employment and financial security. Trident's FACET program seeks to bridge the information gap that has been experienced by young females.

The Industrial Climate

The development of the FACET program was the first of several Trident administrative responses to social, cultural, and economic changes in the greater Charleston area during this decade.

A rapidly changing industrial complex in the outlying counties has necessitated a thorough reorganization of curriculum programs in order to supply a work force. The appearance of Cummins Diesel Engine Company on the local manufacturing scene, for instance, prompted the establishment of a diesel option curriculum for power mechanics students.

The most dramatic industrial growth has occurred in two major areas: (1) intensive chemical plants, such as DuPont, Amoco, and the Bayer group (Verona and Haarmann and Reimer) and (2) the sophisticated metalworking field, with plants like General Dynamics, Robert Bosch, and General Electric. These firms hire skilled and semiskilled technicians, technologists, and assistants. In fact, in 1975, when unemployment was rampant and plants were forced to shut down all across the country, more than $500 million was invested in new and existing industry in the Charleston area.

But not all area residents shared this economic well-being. The unemployment figure for women was an alarming 11.4 percent, more than four points higher than that for their male counterparts.

Thus, it was out of this unusual mix of conditions--the industrial climate, the economic plight of women, and Trident's commitment to serve both groups--that FACET came into being. The $61,000 proposal was funded by the State Department of Vocational Education in May 1977.

FACET: FEMALE ACCESS TO CAREERS IN ENGINEERING TECHNOLOGY

The world of engineering technology is virtually all male. In 1976-77, women made up only 1 percent of the Nation's engineering force. The imbalance is not one that will be remedied by legal action alone. Instead, it is a matter of educating the public to accept women working in such nontraditional jobs.

National attitude surveys have shown that the root of the problem lies with the public's stereotyped views of male and female roles. From

elementary school, girls are channeled away from math and science into more "feminine" studies. By college age, young women have neither the background nor the desire to major in engineering or engineering technology; as a result they are effectively cut off from some of our highest paying job markets.

In recent years, Trident has received increasing requests from industry for female graduates in engineering technology (ET) fields. The establishment of many national and international corporations in the local area has emphasized this trend.

Trident has programs in chemical, civil, electrical, electronic, mechanical, general, and architectural engineering technology. Engineering technology graduates have commanded higher salaries than have students from other areas of study, and they have been readily accepted into local industrial organizations. A study of 1977 graduates shows that 86 percent were employed by December of that year; the remaining 14 percent were continuing their education. The average starting salary of the employed group was $10,500, with chemical ET graduates averaging $13,000 at entry. These figures are in sharp contrast to the female-oriented programs in Allied Health and Secretarial Science, for which starting salaries averaged $6,000. In fact, the entry salary of many ET graduates is comparable to the salary that an area schoolteacher might be making after 30 years on the job.

Three Basic FACET Elements

To meet the challenges just described, the college devised a plan with the following three basic elements:

- A special summer program in career exploration, developed for carefully screened high school juniors and seniors;
- A formalized system of personal and peer support, along with academic tutoring and vocational counseling, instituted for those women enrolled full time; and
- An intensive public relations strategy, designed to attract young women and, at the same time, appeal to their parents, teachers, and counselors by showing the acceptability of women in engineering technology.

Trident's experiences with women, along with a study of the literature regarding vocational choices of women, led to this plan. Choosing a profession relates to both inclination and possession of required skills; it had become plain that women not only tend to avoid professions and occupations that are

considered "unladylike" but also shun the math and science courses which become necessary if they later redefine their concepts of "ladylike."

For these reasons, the person chosen to direct FACET is a professional who knows and understands the pressures of being a woman in a man's profession. Alison Caughman, Director of FACET, was a math curriculum specialist in the public high schools before coming to Trident. She can tutor, counsel, and bolster the confidence of the women in the program.

The college originally planned to hire at least one female engineering technology faculty member to provide a female role model. But it soon became evident that the college could not compete with the high salaries being paid to women engineers by industry nationwide. The private sector was hiring them as fast as they became available--vivid evidence that engineering technology is a good place for women.

The best alternative to hiring female faculty members for Trident seemed to be sensitizing the male faculty to subtle and not-so-subtle examples of sex bias in the classroom. Dr. Norma Raffel, National President of the Women's Equity Action League, conducted a workshop for the Trident faculty to prepare them for the anticipated influx of women into their classrooms.

RESULTS TO DATE

Enrollment

Female enrollment in Engineering Technology programs jumped, well before the projected date of September 1978. One hundred and seven high school girls signed up for TTC's special summer program, and 72 who have graduated from high school are enrolled full time in ET courses at the college.

The immediate dramatic increase in female enrollment has resulted from word-of-mouth advertising about the project among women who have already graduated from high school.

Today, while the FACET director is busily coordinating the diverse activities of the project, she believes that the integration of these talents may be a key factor in FACET's successful beginnings. The fact that FACET is woven into the existing college structure gives everyone a special stake in making it a success.

Summer Program

The rationale for the summer program is that through an interesting mix of "hands-on" experience in college labs and in local industries, students will get a realistic look at the world of the engineering technologist. The heft of surveying equipment, the smell of the plant, the feel of metal cutting metal are all parts of the atmosphere in which many technologists work, but few people have a chance to sample this atmosphere outside a real job.

Even if a women student learns that this field is not the one for her, FACET will have performed a service by steering the student into a more suitable occupation. However, FACET aims at a 70 percent return on its "investment" in these women; FACET's promoters hope these women's experiences in the summer program will lead them into one of Trident's seven ET programs. Once enrolled, the women are encouraged to attend the college's monthly "nurture group" meetings, which offer many types of peer support and encouragement. Activities range from assertiveness training to discussions with industry personnel directors. The college hopes to provide at least 35 women per year to the local industrial work force.

The key elements in the summer orientation phase of FACET are assertiveness training, remedial instruction, and an introduction to business career orientation.

Assertiveness Training. The objective of the assertiveness training sessions is to offer participants an opportunity to examine their attitudes and behavior so that they can interact more effectively with others. Students are trained in a group, where they learn how to recognize and exercise their rights without anxiety, guilt, or manipulation.

Assertiveness training does not teach that one maintains an assertive demeanor at all times; rather, it educates each individual about various possible responses and offers choices for reacting to situations in an appropriate manner that may, or may not, require assertiveness.

There are discussions about the differences among assertiveness, nonassertiveness, and aggressiveness. The sessions incorporate material on positive self-concepts, listening skills, and role playing real-life situations, using assertive behavior. Behavior modification techniques help students learn to express their feelings honestly, yet appropriately, and to protect their own personal integrity, while maintaining regard for other individuals.

The Women's Career Program offers assertiveness training to the 40 women participating in the quarter-long project in an effort to instill in the students a sense of self-sufficiency and confidence. The hope is that these sessions will enable the women to demonstrate their strengths and abilities in whatever curriculum program they choose.

Remedial Instruction. In accordance with the open-door policy of the Technical Educational System of South Carolina, Trident Technical College attempts to provide an educational program for any student who applies. Many of the applicants, although they have the promise of success, need additional preparation to assist them in successfully completing degree requirements.

This is particularly true of women. The women who will be participating in FACET will have separate instructors for a remedial program. This program is not only tailored to their specific needs but also concentrated enough to provide adequate training for achievement of career goals. Each participant will be given a battery of vocational interest and aptitude tests to assist her with career planning.

Introduction to Business and Career Orientation. This segment of the Women's Career Program has the following objectives:

- To familiarize the students with the way in which businesses operate; students then can fit more easily into the business environment upon completion of training (and also will be better motivated because they understand the classwork).
- To make the students aware of the characteristics and behavior employers desire in their employees.
- To expose the students to a variety of professions and occupations so that they can more intelligently assess career choices.

Several approaches are planned to achieve these objectives. Lectures and classroom discussions will illuminate how a business is organized and managed; how the firm's products are produced and marketed; what types of transactions are processed by the company; and how people work within the organization.

Group trips to local businesses will clarify organizational concepts and illustrate various document flows within a company. Conversations with the employees will help the students understand how the employees do their work.

NATIONAL ATTENTION

The FACET project, conceived as the solution to local problems, is taking on national significance. FACET Director Caughman's speeches at

the Purdue Conference on Women in Engineering and at the National Seminar for the Council of Occupational Education have drawn requests for information from twelve States.

In addition, the Trident Technical College's Public Information Office helped prepare an article for the American Friends Service Newsletter (circulation, 30,000). Two national publications--one aimed at educators and one focusing on women's issues--have expressed an interest in the FACET program, and the TTC Public Information Office is now preparing articles for their use in 1978.

Additional funding is being sought to develop strategies to increase the awareness of target groups of adult women in the college's service area.

MARKETING

The marketing phase of the FACET project was designed to take place before, during, and after the other stages. Its overall objective is simple: to awaken the public to the fact that an associate degree in engineering technology offers women an opportunity for a challenging job in which they can use their intelligence, earn promotions, and be well paid for their work. Community awareness can reshape public opinion and help provide the support that women must have to succeed as they pioneer in new types of jobs.

The marketing strategy utilizes every imaginable form of print, broadcast, and paid and public service media. Individual elements in the public relations campaign, and their methods of dissemination, are as follows:

1. The FACET Director visited junior and senior girls in each of the 45 high schools in TTC's three-county service area to explain the education and career opportunities in engineering technology and to promote FACET's free special summer program.

2. A 12-minute film, "Make Something Happen," highlighting five successful female engineering technicians, was shown up to six times in each of the 45 tricounty high schools, aired once on television, and premiered for members of the news media at the college's annual media reception. The documentary won first-place award for films from the Charleston Advertising Federation. (Cost of production, $12,000.)

3. In a four-color poster, "Seven Beautiful Careers in Engineering Technology," seven young women were pictured as representing the seven types of ET programs offered at the college. The poster was distributed to all area high schools following the FACET Director's visits; posters

were also displayed in various locations on the college's North Campus. (Cost of production, $525.)

4. A full-color brochure, which had the same theme as the poster and explained the FACET project and the special summer courses, was distributed to high school women and their guidance counselors during visits, and mailed out in response to outside queries. The poster and brochure won a Citation of Excellence (second place) from the Charleston Advertising Federation. (Cost of production, $1,275.)

5. A simple reminder brochure was mailed to all students who indicated interest in the program close to the application deadline time.

6. Four television commercials, following the theme of the FACET film, were aired 50 times on three stations, during a four-week period. (Cost of production, $5,640.)

7. Four radio commercials, also in keeping with the theme, were aired 225 times on three stations during a six-week period prior to deadline. (Cost of production, $1,240.)

8. A song, "Make Something Happen," written and produced for use with the campaign film, provided continuity for the television and radio campaign.

9. Several news releases were issued before, during, and after the preliminary campaign. Reporters attending the college's media reception received some as background information that they could use in writing or taping their own stories. Other news releases, with photos, were sent to two daily papers and nine weeklies for direct publication.

10. Interviews were arranged for feature stories involving Penny Owens, a successful woman engineer, and Carol Eliason, Director of AACJC's Center for Women's Opportunities. One interview ran in the News and Courier, a daily newspaper with a circulation exceeding 65,860, the other in the Charleston Evening Post, a daily paper with a circulation of more than 36,400.

11. Two talk-show interviews were arranged for local television, featuring FACET's Director, Alison Caughman, and Carol Eliason. Each was a 30-minute segment devoted entirely to FACET. The first was timed to coincide with the recruitment campaign, and the second, to help introduce the project to the community last summer.

12. Two articles were published in Mandate, the college's quarterly newsletter, which is sent to 5,000 leaders in industry, government, and education.

13. One article was written for the monthly magazine Impact, published by the State Board for Technical and Comprehensive Education. This magazine is sent to 9,000 businesses, educators, and political leaders in the State.

14. A tape about FACET programs and services at TTC was produced for inclusion in the college's TecTALK system, which is a library of taped information accessible by telephone.

15. Numerous speeches by the FACET Director before local and national professional and educational groups have been an important element in these strategies.

A shorter, more intensive recruiting effort designed to bring the target audience of high school women into the program was made during a 6-week period in February and March 1978. After a careful study of the Neilson and Arbitron ratings service demographics, it was decided that the target group would be reached through prime-time television advertisements ($5,640 worth of 30-second spots) and after-school programing on radio stations ($1,240 worth of 60-second radio spots).

By mid-March of 1978, there were over 70 applications for the summer program. It is difficult to determine exactly what portion of the response is directly related to advertising, since the director was working extensively with high school students, counselors, and teachers in every secondary school in Trident's three-county service area.

The summer program of 1978 has been successfully concluded, and Trident is now developing plans to extend its services to other female populations in the college's service area.

THE WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL INSTITUTE

Waukesha County Technical Institute in Pewaukee (a suburb of Milwaukee), Wisconsin, created a Women's Development Center to provide free vocational, educational, and personal counseling and testing for persons wanting to assess their abilities and explore the world of paid employment.

The program's objective is to help people examine their personal alternatives in life and take action to reach their individual goals. For many women this means searching for identity, building self-esteem, and preparing to meet new challenges. It means feeling better about themselves--gaining a new sense of purpose and the courage to make changes if they so desire.

BACKGROUND

The Women's Development Center of Waukesha County Technical Institute in Pewaukee, Wisconsin, was established in December 1976 and quickly became a catalyst for social change. Through its individual and group counseling programs, the center has helped students and staff at Waukesha, men and women in the community at large, area organizations, high schools, employers, and other vocational technical adult education schools in the State.

Located on the main corridor of the student services building, the center is close to the cafeteria, meeting rooms, and lounges. Newcomers (and oldtimers) can find the staff easily.

For women in the community, the center has provided an opportunity to change and grow. Through counseling, many women have set and reached new goals, including acquiring the training necessary to get a job, or acquiring new or better jobs.

The center has provided continuing counseling services for female students as they pursue their education and has stimulated formation of a women's support group on campus; students meet weekly to share their problems and provide emotional support to one another. Female staff members have also used the services of the center.

Center-sponsored special workshops and seminars have provided the participants with information about careers and employment, laws affecting women, nontraditional jobs, and more effective ways to seek employment. Enrollment of women in nontraditional training in Waukesha has sharply risen; as a consequence, many instructors and staff members have become more aware of the concerns and needs of mature women students.

The center has cooperated with various departments of the school to develop new courses, such as the planned preapprenticeship course to train women in blueprint reading and special math skills, and the "small business institute" for women. The center has also been innovative in its scheduling, proving in the process that many adults like to attend classes on Saturday.

For the community, the center has broadened the awareness of the services Waukesha can offer the public. Many women now view themselves as having a part in the Institute; they no longer feel it is a school for young people only. Many organizations have featured speakers from the Women's Development Center.

For area employers, the center provides information and workshops on the changing roles of women in the world of work. Seminars for women employees have assisted them in making career plans for upward mobility

as well as complete career changes. Employers have become aware that many women actually are interested in and are seeking nontraditional positions.

The center has also increased high school students' awareness of the changing roles of women; it has alerted them to the problem of sex-role stereotyping, the necessity for career planning, and the meaning of affirmative action and equal employment opportunity.

Men as well as women participate in individual and group counseling sponsored by the center. Two groups recently sponsored are (1) a couples' group to explore the changing roles of men and women, particularly focusing on the stressful effects of those changes; and (2) a self-awareness group to explore new ways for men to adjust to dealing with women who are assuming nontraditional roles.

The center has stimulated other members in the State vocational technical adult education system to consider establishing centers for women. In the summer of 1977, the center sponsored a conference to which all 16 institutes were invited to send representatives. Workshops and speeches provided information about centers in the State which provide forums for exchange of ideas. New women's centers have subsequently been opened and several more are being planned.

FORMAT AND SERVICES

The Women's Development Center's program offers individual and group counseling. Counselors are available weekdays, evenings, and on Saturdays (if necessary) for individual appointments.

The center is designed to be the "last stop" for women seeking help in ordering their lives. Many women looking for help have been sent from place to place and are about ready to give up. The center's staff members work with such women until their goals are defined and progress has been made toward reaching them. If they are referred elsewhere for information and assistance, the center's staff checks with them subsequently to be certain that these women received adequate service.

If clients do not return to or contact the center, staff members phone the clients to assure them of the center's interest in them. This follow-up procedure has surprised many clients who feel forgotten and unimportant, or who assume that agencies do not really care about them.

Groups sponsored by the center meet once a week for about two hours. Group sessions focus on one of the following topics:

1. "Who Am I--Where Am I Going?"--Getting to know oneself and using this information to make career or other decisions (8 weeks).

2. "Why Do I Act This Way?--How Can I Get Along Better?" --Understanding oneself in order to feel acceptable and be able to improve one's relationships with others (8 weeks).

3. "Why Assert Myself?--How Can I Assert Myself?"--Understanding and using assertiveness to improve the quality of one's life and to aid in reaching goals (4 weeks).

4. "How Can I Reassert Myself?"--A program designed for persons who have had some group experience in assertiveness and need group support and guidance to become more self-assertive (4 weeks).

5. "How Do I Get There?"--A program designed for persons who have chosen a career and need help in getting a job, such as instruction in handling interviews, writing resumes, and selling themselves.

6. "Can I Choose My Feelings?"--Looking at one's emotions and learning how to help oneself feel differently if one really wants to (4 weeks).

7. "Street Retread"--For those who have had a class but need further group assistance in continuing their program.

8. "Life/Work Planning"--An open-ended invitation to participants to explore their lives and work in a low-key, small-group setting. Life/Work Planning provides an environment where participants can safely develop more positive self-awareness and use what they learn about themselves to gain new and continuing control over their own lives (3 weeks).

The strength of the program lies in the availability of individual counseling coupled with group exploration and support. Many clients enroll in two groups at a time and thereby participate in the group process for several months.

Outreach

The Women's Development Center has recently expanded its outreach services; counselors and groups are now located at several sites throughout the county. This makes the services available to women who have limited incomes and little access to transportation, or who prefer to stay close to home for a variety of reasons.

A special part of the outreach program is to provide individual and group counseling to disadvantaged, minority, and handicapped groups. So far the program has been very successful in working with single mothers, Spanish-speaking women, women in prison, and displaced homemakers.

Staffing

Attempts have been made to staff the Women's Development Center with different types of women from a variety of backgrounds, on the theory that a variety of philosophies can lead to creative problem solving and exchange of ideas.

The Waukesha staff includes women age 21 to 50; career women; displaced homemakers; and black, white, and Hispanic women. The philosophies they endorse range from the Gestalt, to behavior modification, to transactional analysis, to rational behavior therapy.

Because the center is supposed to be a model for changing work patterns, part-time and flexible work schedules are permitted.

The Center Advisory Committee consists of an Hispanic, a mature female student, a displaced homemaker, a staff counselor, an EEO officer, a councilwoman, a social worker, a female physician, an apprenticeship coordinator, a high school guidance director, and a high school teacher.

Other Outreach Activities

The Women's Development Center sponsored "Occupational Opportunity Workshops," which included lectures by women in nontraditional jobs and women in training who discussed their career choices, problems, and successes. Participants learned about the hidden job market, how to identify and sell their strengths, and how to handle interviews successfully. The center declared a Women's Rights Day on campus. Professionals in law, medicine, and employment were invited to lecture on the changes taking place in these fields.

Industrial Exploration Days featured a guided tour of campus resources and facilities, with group counseling focused on career exploration in growth or stable occupational fields. Participants were also taken by bus to three industrial/commercial sites to meet personnel officials and female employees and obtain information about employment opportunities, salaries, benefits, and training.

These events have attracted both men and women, and participant evaluations have testified to their success. Two groups of prospective students attend: (1) adult men and women with obsolete skills, and (2) women seeking accurate and current information on labor force entry/reentry requirements.

At the close of the tours, Waukesha staff members have been available to schedule further personalized counseling.

SUMMARY

Today community college women students find themselves confronted with multiple lifestyle options that were unknown to their mothers or grandmothers. In these times of perplexing problems as well as exciting prospects, women need multidisciplinary counseling resources to grow to their fullest potential. The need access to a well-developed program that provides empathetic equity counseling and education. The six basic components common to all of the exemplary programs described in this section are:

- o Outreach to under-served populations;
- o Nonsexist personal counseling;
- o Vocational testing, counseling, and career information;
- o Advocacy;
- o Nonsexist career development services; and
- o Job readiness training.

Colleges interested in further pursuing the subject of equity counseling and related programs will find assistance in references listed in the Appendix.

We have tried to communicate both the structure and the essence of six exemplary programs for community and junior college women. We hope that Six Open Doors to Sex Equity will provide the basic information needed by other colleges to make the changes necessary to better serve the two million females who pass through our portals annually to lives of educational and economic enrichment.

Female students richly deserve to have access to the best that two-year institutions have to offer. We are determined that sexist counseling will disappear during the next decade, so that by the beginning of the 21st century we can report that there are no more displaced homemakers who lack skills and credentials for labor force entry and survival.

APPENDIX

SOURCES OF ASSISTANCE

The following list of sources of assistance, although incomplete, is included with the hope that it will motivate interested readers to seek help, search out these documents, and contact appropriate individuals, in an attempt to better understand the special aspects of counseling necessary for successful guidance of women who are looking for a better life.

We hope to compile a comprehensive, corrected, and updated bibliographic list that will encompass all the information given here, as well as all information and source materials from Six Open Doors to Sex Equity.

Queries should be addressed to Nancy Carol Eliason, American Association of Community and Junior Colleges, Suite 410, One DuPont Circle, Washington, D.C. 20036.

ORGANIZATIONS

Center for Women's Opportunities. American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036. (202) 293-7050. Free newsletter.

Ellis Associates. P.O. Box 466, College Park, Maryland 20740. (301) 864-7600.

The Federal Education Project. Lawyer's Committee for Civil Rights Under the Law, Suite 520, 733 15th Street, N.W., Washington, D.C. 20005. (202) 628-6700. Free newsletter.

National Advisory Council on Women's Educational Programs. Suite 821, 1832 M Street, N.W., Washington, D.C. 20036.

National Vocational Education Equity Council. 1515 West 6th Avenue, Stillwater, Oklahoma 74074. (405) 377-2000.

PEER (Project on Equal Education Rights). 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005. (202) 332-7337.

The Resource Center on Sex Roles in Education. National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Room 701, Washington, D.C. 20036. (202) 833-5426.

Women's Bureau. Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210. (202) 523-6611.

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Knox, H. (Ed.). Cracking the glass slipper: PEER's guide to ending sex bias in your schools. PEER, 1029 Vermont Avenue, N.W., Washington, D.C. 20005. $1.00.

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New pioneers project to eliminate sex bias in occupational education. Contact: Amanda Smith, Division of Equal Education, State Department of Education, Raleigh, North Carolina 27611, (919) 733-3551. Limited numbers of resource materials are available upon request.

Sex fairness in career guidance: A learning kit. Abt Publications, 1975, 265 pp. Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138. $15.00 plus shipping.

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